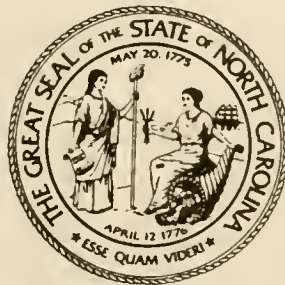


REPORT OF THE PUBLIC EDUCATION POLICY COUNCIL



**REPORT TO THE
1985 GENERAL ASSEMBLY
OF NORTH CAROLINA**

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OF NORTH CAROLINA**

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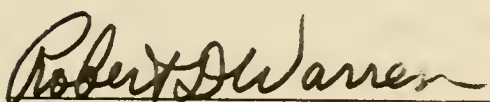


December 1, 1984

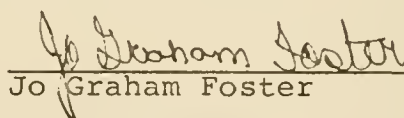
TO THE MEMBERS OF THE 1985 GENERAL ASSEMBLY

The Public Education Policy Council herewith reports to the 1985 General Assembly under the authority of Chapter 860 of the 1983 Session Laws (House Bill 1307).

Respectfully submitted,



Robert D. Warren



Jo Graham Foster

Cochairmen
Public Education Policy Council

COUNCIL PROCEEDINGS

Chapter 860 of the 1983 Session Laws (House Bill 1307) created the Public Education Policy Council and required that the Council report to the 1984 Session of the 1983 General Assembly as well as to the 1985 General Assembly before ceasing to exist on December 1, 1984. The enabling legislation (Appendix A) also called for the Council to "study the fiscal and operational functions of the Department of Public Education (State Board of Education, Office of the Controller and Department of Public Instruction) and the responsibilities of the several State and local agencies and units of government that share responsibility for the system of public schools." House Bill 1307 also provided that the Council's study was to "include public school laws as well as policies, procedures, philosophy and educational programs of the Department of Public Education and their application."

Formation of the Public Education Policy Council resulted in part from the investigation and recommendations of the Select Committee to Study the Department of Public Education, created in 1982, as well as increased attention which had been focused on public schools by a number of state and national task forces and commissions, notably the reports of the National Commission on Excellence in Education and the National Task Force on Education for Economic Growth (later followed by the North Carolina Commission on

Education for Economic Growth). The enabling legislation also noted the portion of North Carolina's general fund tax revenues (75 to 80 per cent) which is spent "in support of education at all levels and through various agencies" in justifying the need for the Council's study. In addition, the need for participation by many in the governmental and educational communities was cited in the bill as a basis for inclusion of a large number of members representing various groups and officials. As a result, the Council included 47 members falling into four groups:

1. Legislative appointees (20);
2. Gubernatorial appointees (11);
3. Specific public officials or their representatives, including the Lieutenant Governor, State Treasurer, Superintendent of Public Instruction, Chairman of the State Board of Education, Chairman of the Board of Governors of the University of North Carolina and Chairman of the Board of Community Colleges (in all, six); and
4. Representatives of groups involved in public education, including the North Carolina Association of County Commissioners, the North Carolina Association of School Administrators, the North Carolina Association of Educators, the North Carolina Association of Educational Office Personnel and Classroom Teachers as well as the North Carolina School Boards Association, the North

Carolina Federation of Teachers, the North Carolina Principals/Assistant Principals Association, the North Carolina Congress of Parents and Teachers, and the North Carolina Advisory Council on Education (in all, 10).

Because of the complexity of the subject matter, the amount of material to be considered and the number of members, the Council divided itself, at its first meeting, into three committees of 15 members each: Personnel, Governance and Finance. The full Council met on three occasions. The Personnel, Finance, and Governance Committees each met four times.

At its second meeting, the Council adopted two basic statements of policy, the latter being Section 15 of Article 1 of the Constitution of North Carolina:

1. "It is the policy of the State of North Carolina to create a public school system that graduates good citizens with the skills demanded in the marketplace, and the skills necessary to cope with contemporary society, using State, local and other funds in the most cost-effective manner."

2. "The people have a right to the privilege of education, and it is the duty of the State to guard and maintain that right."

At its final meeting prior to the 1984 legislative session, the Council reviewed the recommendations of the three committees. In addition to amending and adopting the recommended statements of policy in the three areas dealt

with by the committees (Finance, Personnel and Governance), the Council redrafted several overlapping statements of policy recommended by the committees on Finance and Personnel into a single recommended statement of policy in the area of curriculum. In addition, the Council considered and adopted a recommendation that a resolution be offered in 1984 calling on the 1985 General Assembly to devote the first 20 legislative days of the 1985 Session to consideration of the issues raised by the Council as well as by other commission, panels and task forces.

In its 1984 session, the General Assembly acted in two of the three areas addressed by the Council. In section 4 of chapter 971 of the 1983 Session Laws (Regular Session 1984), or House Bill 1496, the Legislature required that the State Board of Education develop career growth programs for teachers and for administrators. (See Appendix D.) The State Board was to submit preliminary reports by November 1, 1984 to the Policy Council on the career growth pilot programs. (See Appendix F.) In addition, the General Assembly enacted "The Elementary and Secondary School Reform Act of 1984," Chapter 1103 of the 1983 Session Laws (Regular Session 1984), an amended version of House Bill 1567. (See Appendix E.) This bill was, in its original form, recommended to the General Assembly by the Public Education Policy Council.

Several proposals adopted by the Council prior to the 1984 legislative session for submission to the General

Assembly were not acted on in 1984. Included among these was a proposal, Senate Bill 143, originally introduced in 1983, calling for a review of North Carolina's education statutes by the General Assembly's standing committees on education. Also introduced (in both houses) was a resolution approved by the Council calling on the 1985 General Assembly (Senate and House of Representatives) to sit as committees of the whole "for twenty legislative days for the purpose of considering various proposals relating to education in North Carolina." Neither Senate Bill 755 nor House Bill 1568 was approved. Legislation was also introduced to implement certain funding recommendations of the Council. While neither House Bill 1569 nor Senate Bill 764 were enacted as introduced, the General Assembly appropriated funds in a number of areas consistent with the recommendations of the Education Policy Council and the Governor's Commission on Education for Economic Growth. (See Appendix G.)

Following the 1984 Session of the General Assembly, the Finance and Personnel Committees met to review the proposed Career Development plans and the Basic Education Program submitted by the State Board of Education. All three committees reported to the Council on November 27, 1984. At the conclusion of that meeting, the Council unanimously approved a motion that the co-chairmen of the Council appoint an interim committee or task force to serve as an editorial board to review the Council's report to the 1985

General Assembly and to assist in drafting legislation to implement the proposals of the Council.

The remaining sections of this report contain the Council's findings and recommendations in the Governance, Curriculum, Finance and Personnel areas.

GOVERNANCE

GOVERNANCE BACKGROUND

The present system by which North Carolina's system of public elementary and secondary schools is governed has caused steadily increasing concern in recent years. No other governmental institution in the state, at the local level or at the state level, involves an appointed governing board, a popularly elected chief administrative officer and a chief fiscal officer who is not directly responsible to the chief administrative officer. The result has been steadily increasing confusion as to who is responsible for and who speaks for public elementary and secondary education in North Carolina. Attempts to solve the problem through piecemeal statutory changes, through appointments or through closer personal relationships among the principals have only further confused or obscured the basic structural problem.

In the course of its discussions, the Council identified several specific problems and issues:

1. The need to promote sound management and assign clear lines of authority and responsibility in our system of educational governance, to create lines of authority that enhance rather than block efforts to delivery quality education.

2. The need for the General Assembly, as the ultimate state-level policy making body, to review the state's elementary and secondary school structure in detail, and to review in context the many proposals for change and reform of that system and its components. The plethora of commission and task force reports which have been issued in recent years, and the fact that 75 to 80 percent of the state's general fund revenues are spent on education at all levels (40 to 45 percent on elementary and secondary education) suggest the necessity of a thorough examination and understanding by the state's leading policy makers. Only through such a review can a consensus evolve as to appropriate lines and levels of responsibility for our public elementary and secondary schools.

3. The need to create a governing authority that reflects input from (and responsiveness to) the General Assembly, as the top policy making body in the state as well as from the executive branch. The need to eliminate political influence in educational decision making or governance, or to balance that influence which remains inevitable, was clear to the Council from the outset. To be effective, any board created to govern our elementary and secondary education system must include representation from all sectors.

4. The need to maintain and expand grass roots participation in the governance system. As participation by both executive and legislative branches of state government is

necessary for an effective system of governance, so too is participation by the citizens of the state.

5. The need to reduce or eliminate any potential for conflict of interest on the part of those involved in educational governance.

The Council's Governance Committee considered a number of these issues as it reviewed governance models. After a review of North Carolina's present system and its evolution and an examination of governance models in other states, the committee looked closely at six possible models. The model upon which the committee agreed, and which the full Council adopted as a recommendation to the General Assembly, is outlined below.

GOVERNANCE RECOMMENDATIONS

1. The Council recommends that the General Assembly enact legislation calling for a statewide referendum on a new system through which to govern North Carolina's public elementary and secondary school system. (See Appendix J.) The proposed system should incorporate the following elements:

A. A 21-member State Board of Education to include:

(1) Eight members appointed by the Governor, one from each of the state's educational districts;

(2) Eleven members elected by the General

Assembly, one from each of the state's congressional districts (see below);

(3) The Lieutenant Governor and State Treasurer;

B. Four-year terms for Board members, with a two-term limit;

C. Provisions requiring those who are appointed or elected to the Board to resign any position which might cause a conflict of interest;

D. A State Superintendent of Public Education to be appointed by the Board;

E. A Controller to be appointed by the State Superintendent, subject to the approval of the State Board;

F. A nominating process through which local boards of education, through county boards of commissioners, shall submit names of those to be selected by the General Assembly as members of the Board.

(See Appendix K.)

2. The Council recommends that the Public Education Policy Council be continued for four years.

CURRICULUM

CURRICULUM BACKGROUND

What to teach children in public schools has received much thoughtful reflection over many years.

In August 1967, Governor Dan K. Moore established the Governor's Study Commission on the Public School System of North Carolina to answer this question: "How best can the people of North Carolina meet their obligation to provide full educational opportunity for their children?" Then, as now, the major concern was equity. Adopting two measures of county effort--equalized property valuation and per capita income--the Commission found that local ability and effort to support public schools varied widely. The Commission also found that these disparities were reflected in the programs of instruction available to children in public schools. As a means of overcoming those differences and offering "equitable opportunity," the Commission recommended a Minimum Basic Program of school finance that would:

- require minimum local participation;
- include all essential elements of public education, including capital outlay; and
- promote cooperative planning between State and local agencies to insure efficiency, economy, and wide participation.

Counties would be "required to put forth the same amount of effort to use the resources available" to be eligible to participate in the program. To increase local support, the Commission recommended an incentive program to reward local school districts in counties that exceeded the required minimum effort. The Commission's other recommendations included adding free public kindergarten, expanding course offerings in occupational education, revising state textbook policy, screening children for learning problems, improving programs for exceptional children, and raising teacher salaries.

It is the policy of the State of North Carolina to insure a high quality education for every child in North Carolina, regardless of the child's residence. The General Assembly directed the State Board of Education to develop a Basic Education Program for all children and submit that proposed standard course of study to the General Assembly by October 15, 1984. (See Appendix H)

The Basic Education Program includes a core curriculum for all students and everything that is needed to provide that curriculum. The basic program does not define a minimum education or the ideal, but the common core of knowledge which each student should command upon graduation from high school.

The abilities of counties to provide a program of instruction are not the same, and, thus, educational opportunities for children are not equal. The Basic

Education Program addresses these inequities by guaranteeing a fundamental educational program for each child.

The Basic Education Program describes standards of curriculum, class size, staffing, services, instructional time, materials and supplies, and facilities. These standards include:

A BASIC CURRICULUM. The plan describes curriculum standards for grades K-12 in the areas of the arts, communication, media and computer skills, second languages, healthful living, mathematics, science, social studies, and vocational education for four grade spans: grades K-3, grades 4-6, grades 7-8, and grades 9-12. Thinking and reasoning skills are integrated throughout the entire curriculum. The curriculum included in the Basic Program should be seen as a summary of the competency-based curriculum being developed by the Department of Public Instruction.

PRESCHOOL SCREENING. The plan provides for preschool screening that will diagnose learning problems in youngsters before they reach school age. The areas to be screened include speech, hearing, sight, and motor skills.

PROMOTION STANDARDS. The plan outlines promotion standards which would require students in grades 3, 6, and 8 to master specific competencies before moving to the next grade. Not only would the students have to pass the state standards, they also would have to meet

standards set by local school districts. Under the program all local school districts must submit student promotion policies to the board by August 1, 1986, using such suggested criteria as teachers' judgment, grades, attendance, and maturity.

SUMMER SCHOOL. Students who fail to score at or above the 25th percentile in the state's Annual Testing Program and meet the local promotion standards would be retained or sent to a free, state-supported summer remediation program. They would be tested again at the end of the program.

INSTRUCTIONAL TIME. The plan would require a minimum of 5 1/2 hours of instructional time during each school day. The instructional time would not include activities such as changing class, lunch, or pep rallies. The only exemptions allowed would be for kindergartners or handicapped children.

APPROPRIATE CLASS SIZE. The proposed staffing would modify class size, with the goal of achieving certain staffing patterns upon full implementation of the Basic Education Program.

ADDITIONAL PROGRAMS. In order to provide a basic education, those programs not confined to subject areas, such as exceptional children, the extended day program, in-school suspension, students services, library/media programs, intramurals, and sports medicine, must be provided.

HIGH SCHOOL GRADUATION REQUIREMENTS. All students enrolled in public high school graduation programs, except exempted handicapped students, must pass the North Carolina Competency Tests in Mathematics and Reading in order to graduate. In addition, students must successfully complete 20 units of credit in grades 9 through 12 as specified by the State Board of Education. The units include: four in English, two in mathematics, two in social studies (one in government and economics and one in U. S. history), two in science (one in life science or biology and one in physical science), one in physical education and health, and nine to be determined by the local education agency. Students graduating prior to the 1986-87 school year must successfully complete 18 units of credit. Local school districts may adopt additional requirements which students must also complete in order to graduate from high school.

MATERIAL SUPPORT The plan recommends the material support necessary to provide a basic education, such as funding for instructional materials and equipment and standards for school facilities, school sites, school equipment, maintenance shops, and transportation.

STAFFING. The plan recommends staff positions and staffing ratios needed on both the district and school levels. The current instructional support allotment category is further broken down into psychologists,

school social workers, school nurses, counselors, and media specialists.

TEXTBOOKS. The plan recommends funding for textbooks of \$20 (in constant 1984 dollars) for every student in average daily membership and includes a listing of textbooks by grade level and subject area currently adopted by the State Board of Education.

CURRICULUM RECOMMENDATIONS

1. The Council endorses the Basic Education Program with the following two reservations and recommends that the Program proposed to the 1985 General Assembly prescribe mandatory courses of study which shall be available to every student in North Carolina regardless of the location of the local school administrative unit:

a. The Council objects to the use of the word "should" rather than the word "shall" in describing the Basic Education Program Curriculum.

b. The "School Level Staffing" outlined in Section 11.1 of the Basic Education Program should be amended as follows:

(a) The allotment of School Secretaries to read:

"8. School Secretaries - Positions to be allotted, and persons employed in schools, as follows:

<u>ADM</u>	<u>NUMBER OF POSITIONS</u>
0 - 399	1
400 - 899	2
900 - 1499	3
1500 - 2199	4
2200 - above	5"

(b) The allotment of Assistant Principals to read:

"5. Assistant Principals - Positions to be allotted, and persons employed in schools, as follows:

<u>ADM</u>	<u>NUMBER OF POSITIONS</u>
400 - 899	1
900 - 1499	2
1500 - 2199	3
2200 - above	4"

2. The Council recommends that the 1985 General Assembly give its highest priority to a most careful review of the Basic Education Program proposed by the State Board of Education. The Legislature should require such additional data as will enable it to make prudent policy and appropriations decisions to advance these education goals within a reasonable time.

3. The Council recommends that the Basic Education Program submitted to the 1985 General Assembly be reviewed by the Standing Committees on Education and amended or adopted as appropriate.

FINANCE

FINANCE BACKGROUND

North Carolina law has required the State to provide funds to operate public schools and local government (counties) to provide capital funds. Over the years, however, confusion has increased as to these responsibilities. Three factors have increased this confusion in recent years: (1) an erosion of support from federal sources, funds which heretofore had been channeled primarily to the poorest communities and had thus softened the effect of unequal ability to pay; (2) a gradual reduction in the proportion of the total education bill paid for with State resources; and (3) an accompanying increase in the level of local support for public schools; support which is, of course, based on the local community's ability to pay.

In the course of discussions prior to the 1984 Session of the General Assembly, the Council identified several specific problems and issues in the public school finance area:

1. The need to clarify lines of responsibility, to determine elements of the standard course of study and then determine appropriate responsibility for these elements.

2. The problem of State-mandated programs or standards for which the State has failed to make available sufficient resources. Examples include:

- a. class size requirements,

- b. a school finance officer in each school unit,
- c. an estimated 30 percent matching local contribution for vocational education programs,
- d. high school textbooks and other instructional supplies,
- e. exceptional children's programs,
- f. a maintenance supervisor in each school administrative unit.

3. The need to substantially increase the base salary of teachers.

4. The need to eliminate the inequity and inefficiency resulting from categorical funding and to provide for increased consolidation of line items and block grant funding consistent with clear standards and the standard course of study.

5. The need to eliminate the inequities resulting from funding on the basis of previous or projected average daily membership. Funding on the basis of the best three of the first four months ADM in the previous year causes dislocation, budgetary difficulties, and hardship for those school administrative units that are increasing in enrollment. Funding on the basis of projected enrollment penalizes those systems that are losing students but that have fixed costs and the need to budget for the upcoming year. To arbitrarily pick either system results in hardship for some units.

During its 1984 budget session, the 1983 General Assembly took several actions to alleviate some of the

pressures discussed above. While Appendix G contains a list of expansion and improvement funds appropriated during the 1984 session in the education area, the most significant of these appropriations (from the perspective of the questions raised by the Public Education Policy Council) included:

1. Almost \$200 million for salary increase for school personnel;
2. A \$6.4 million "Reserve for Average Daily Membership Adjustment" to deal with problems noted in 5. above;
3. A \$1.013 million appropriation to cover the cost of local matching funds for vocational education for handicapped children; and \$2.562 million to provide funds to pay mandated maintenance supervisors; and
4. A \$31.1 million appropriation to reduce class size in grades 4-6.

In addition to action by the Legislature in 1984, the State Board of Education began preparing for a school finance pilot program, to be conducted in the 1984-85 school year. Section 86 of chapter 761 of the 1983 Session Laws (Senate Bill 23) provided:

"The State Board of Education shall develop a program for evaluating alternative means of distributing funds to local school administrative units, in accordance with the proposals of the 1979 Governor's Commission on Public School Finance and regulations and

procedures to be developed by the Board with the advice of the Advisory Budget Commission, and to implement this plan in one school unit in each of the eight education regions."

According to the legislation, the experimental system of allocation was to be "responsive to both State and locally determined needs and to local resources." The Board was required to "develop an accountability system by July 1985 which would allow the Board to assess the effectiveness of the programs it funds" through the new allocation procedure. The same legislation also directed the State Board of Education to define the elements of a basic education program and determine its cost. In response to that legislation, the State Board of Education submitted a draft of the Basic Education Program to the Policy Council Finance Committee on February 29, 1984. The Board was also required by the legislation to "recommend to the 1985 General Assembly a definition of State and local responsibilities for funding of the public schools which is consistent with current statutes, taking into consideration the ability of the various counties to finance their schools," and, in implementing the pilot program, to "involve wide participation on the part of groups directly affected by the outcome of the school finance proposals, including but not limited to legislators and representatives of county commissioners, local school boards, parents and employers and interested members of the general public."

The pilot units selected by the State Board of Education were the school systems in:

1. Bladen County
2. Jones County
3. Pitt County
4. Wake County
5. Greensboro City
6. Catawba County
7. Mecklenburg County
8. Transylvania County

In addition, the State Board of Education, in response to the mandate expressed in Section 2 of the Elementary and Secondary School Reform Act of 1984 (see Appendix E), submitted a proposed Basic Education Program for North Carolina's Public Schools on October 15, 1984. Both the Finance and Personnel Committees of the Public Education Policy Council reviewed and discussed the Basic Education Program submitted by the State Board. The Finance Committee met November 19, 1984, and reviewed the School Finance Project, the history of elementary and secondary school finance since 1931, the Elementary and Secondary School Reform Act, the response to the Council's recommendations for expanded funding and the mandate for development of a career growth program in Chapter 971 of the 1983 Session Laws (Regular Session 1984).

Most of the Committee's time was spent reviewing the proposed Basic Education Program. In discussion, a number of issues, some of which had been raised in meetings prior to the 1984 legislative session, were discussed or pointed out.

The committee found that there remains in North Carolina a widely recognized need to clearly define State and local funding responsibilities for elementary and secondary education. The traditional division in this State--extending back over 50 years--has been for the State to fund operating costs and the counties to fund capital costs for facilities and maintenance. This distinction has become increasingly blurred over time, and unfortunately to the detriment of adequate facilities. Among the relevant factors considered by the Committee were:

- a. The counties have widely varying tax bases and, therefore, widely varying resources available.
- b. This now means that the quality and the quantity of the school program is in part dependent upon where the child lives.
- c. No one approach to providing equity through state funding currently in use in this country has been widely accepted as the best practice.
- d. Total state funding of operating costs would, in effect, be an approach to equity in that the state funds would come largely from income and sales taxes. (In 1983-84, 82.6% of state revenues came from individual and corporate income taxes and sales and use taxes.).

The Committee found that any system of public school finance should be based on four objectives:

(1) Quality: To achieve the common goal of "a quality education for every child." The Elementary and Secondary School Reform Act of 1984 rewrote G.S. 115C-408 to read, in part:

"It is the policy of the State of North Carolina to create a public school system that graduates good citizens with the skills demanded in the marketplace, and the skills necessary to cope with contemporary society, using State, local and other funds in the most cost-effective manner...

To insure a quality education for every child in North Carolina, and to assure that the necessary resources are provided, it is the policy of the State of North Carolina to provide from State revenue sources the instructional expenses for current operations of the public school system as defined in the standard course of study."

The State Board of Education has responded to the legislative mandate of the Reform Act to define a basic education program for the school children of the State and has estimated the cost of that program. The cost of the basic program exceeds present funding levels from State and local sources combined. The Committee found the program to represent a worthy goal to be pursued within the means of the State and county governments over time.

(2) Equity: To achieve the Constitutional mandate to provide "by taxation and otherwise for a general and uniform system of free public schools...wherein equal opportunities shall be provided for all students". Local school boards have the responsibility to oversee the delivery of the educational services to the children in each administrative unit. The needs of the local schools are not uniform throughout the school systems. Total funds to the local administrative unit are dependent upon the numbers of pupils and the services required. This means that the pupil becomes the unit of funding; schools and classrooms are the centers of learning; and all other aspects of the educational enterprise exist to serve pupil learning. The Committee concluded that the average daily pupil membership system can logically serve as the basis for determining total educational needs and the funding requirements locally and statewide. For example, pupils in the primary grades currently require more finance resources than those in the middle grades. Pupils enrolled in vocational, summer school or other special programs generally are part-time and represent additional costs above the general education programs serving all pupils. The Basic Education Program adopted by the State Board of Education reflects these differing resources. An average daily membership (ADM) system drives the varying staffing ratios of the Basic

Education Program and serves as the basis for determining the total education and financial requirements of a particular local school unit and the total for the State.

(3) Flexibility: The need to distribute State funds so as to allow local school administrative units the opportunities to make decisions consistent with individual community needs, within an appropriate framework, and to make use of these and local and other resources in the most cost-effective manner.

(4) Clarity: The need to clearly define state and local funding responsibilities (discussed above and at the beginning of this section).

As it considered these four objectives and the Basic Education Plan, the Committee found that four fundamental issues must be considered:

1. What kind of education every youngster in North Carolina should have,
2. How to reach the point where every child in every town and hamlet in North Carolina can expect that education,
3. Who will pay for that education, and how the State goes about distributing its share of the financial responsibility in a manner that balances the State's responsibility to see to it that the money is spent well with the long-held view in this

State that local communities should have discretion in operating local school districts.

4. The 1985 General Assembly must resolve major financial questions, including transportation, plant operation, and auxiliary services, such as maintenance workers and insurance. The definition of facilities is to be decided. See Finance Recommendation 4.C.(3).

The Finance Committee found it difficult, perhaps impossible, to overstate the significance of these issues. The Basic Education Program developed by the State Board of Education is a unique document. In concise language the program spells out the Board's reasonable expectations for an education for all North Carolina children. The program further describes the resources needed for this education to be offered. The Committee believes that the program can best be implemented over an extended period of time, starting July 1, 1985.

The Committee met again on November 26, 1984 and heard from a subcommittee as well as an informal working group appointed to discuss the issues outlined above. The recommendations of the Committee, as approved by the full council, follow.

FINANCE RECOMMENDATIONS

1. The Council recommends that the 1985 General Assembly give its highest priority to a most careful review of the Basic Education Program proposed by the State Board

of Education. The Legislature should require such additional data as will enable it to make prudent policy and appropriations decisions to advance these education goals within a reasonable time.

The Council endorses the Basic Education Program with reservations and recommends that the Program proposed to the 1985 General Assembly prescribe mandatory courses of study which shall be available to every student in North Carolina regardless of the location of the local school administrative unit.

2. The Council recommends that a detailed, workable school finance plan should be developed jointly by legislators, members of the State Board of Education, other representatives of the education community and local governments, and others for early presentation to the 1985 General Assembly.

3. The Council recommends that the General Assembly reaffirm the historic principle of dual funding of the school program.

Such a conceptual model clarifies the State's role in supporting the basic educational program.

To assure a basic education for every child in North Carolina, the State should fund the operating costs of the program. The State may share with county government the role of enhancing the basic program through supplemental funds. Only in this manner can it be assured that children throughout the State will have the Basic Program available.

County governments should be responsible for meeting the schools' facility requirements.

The Council recommends that State funds be distributed on a more flexible per pupil basis, such as:

- a. Instruction - Personnel (Teachers and aides - Regular, Vocational Education, Exceptional Children, Remediation/Summer School);
- b. Instruction - Equipment and Supplies (Textbooks, Supplies, Lab Equipment-Vocational Education, Science, Math, Computers and Software);
- c. Instructional Support (Principals, Assistant Principals, Clerical Staff, Counselors, Nurses, Librarians);
- d. General Administration (Superintendent, Assistant Superintendent, Clerical, General Expenses);
- e. Transportation - Operation and Maintenance; and
- f. Categorical Programs (Pilot programs, special feature programs, etc.)

4. The Council recommends that in order to qualify for State funds, each local school administrative unit be required to show evidence of compliance with State Standards of Quality (SOQ) for grades kindergarten through 12 as prescribed by the General Assembly and the State Board of Education's rules and regulations. The State Board of Education should have the duty to withhold up to ten percent of the State funds to a local school unit upon the local unit's failure to comply with the Standards of Quality

established by statute and Board rules and regulations. The Standards of Quality should provide the minimum components of the public school program which shall be offered to the pupils of the State by local boards of education. In addition, local funds may be used to augment the basic State funded program with the following standards:

A. Curriculum and Instruction.

(1) General Education

- (a) a regular academic school year of 180 days for pupils (one day may be taken for orientation);
- (b) an instructional day of 5.5 clock hours;
- (c) local boards of education to provide for the efficient teaching of the Basic Education Program each year, consistent with the funds appropriated by the General Assembly;
- (d) local boards of education to maintain the average class sizes outlined in the Basic Education Program unitwide and shall approve class sizes for specific subjects and grade levels which exceed the Basic Program averages;
- (e) local boards of education to utilize standard quantitative measures of educational achievement, tests and promotional standards as established by

the State Board of Education, consistent with the Basic Education Program;

(f) local boards of education to give priority to mainstreaming pupils to the maximum extent feasible for pupil learning.

(2) Exceptional Children. Handicapped and gifted pupils whose education needs cannot be met through regular classes are to be given special instruction within such limits as may be prescribed by law, by regulations of the State Board of Education, and within funds appropriated for this purpose.

(3) Vocational education to be provided through a range of introductory preparation for advanced vocational education, and skill development courses for all secondary pupils who desire them.

(4) Remediation

(a) Students who are retained, due to failure to meet either the State or local promotion standard, shall have remedial instruction provided during the regular term and/or a summer term;

(b) State funds for summer school are not to exceed ten percent of the average daily membership of a local administrative

unit. The State Board of Education and local boards of education are encouraged to provide incentives for pupil achievement and to limit repetitious summer term instruction for the same pupil.

B. Personnel.

- (1) Local boards of education to employ professional personnel who meet the certification requirements established by the State Board of Education.
- (2) Salary ranges: Local boards of education shall pay State-paid personnel within provisions established by the 1985 General Assembly.
- (3) Upon the implementation of the Career Development Program, salary adjustments will be made for the professional levels of that program.
- (4) The "School Level Staffing" outlined in section VI B of the Basic Education Program to be amended as follows:
 - (a) The allotment of School Secretaries to read:

"8. School Secretaries - Positions to be allotted, and persons employed in schools, as follows:

<u>ADM</u>	<u>NUMBER OF POSITIONS</u>
0 - 399	1
400 - 899	2
900 - 1499	3
1500 - 2199	4
2200 - above	5"

(b) The allotment of Assistant Principals to read:

"5. Assistant Principals - Positions to be allotted, and persons employed in schools, as follows:

<u>ADM</u>	<u>NUMBER OF POSITIONS</u>
400 - 899	1
900 - 1499	2
1500 - 2199	3
2200 - above	4"

C. Facilities.

(1) The board of county commissioners to be responsible for financing, solely from local revenue sources, construction of public school buildings necessary to support the Basic Education Program as adopted by the General Assembly. In order to assure that boards of commissioners carry out this responsibility in the most efficient manner, the General Assembly should instruct the State Board of Education to develop guidelines pertaining to new construction and renovation of public school facilities.

(2) State funds may not be used to support the construction, operations or maintenance of

school buildings except as elsewhere specifically provided.

- (3) Definition of facilities to be decided. (A tentative definition includes insurance, custodial and maintenance personnel, and all other expenses relating to operating and maintenance of facilities).
- (4) Bases for Guidelines:
 - (a) North Carolina Building Code, and
 - (b) Minimum and optimum school enrollments and facility standards as prescribed by the State Board of Education.
- (5) Applicability of Guidelines:
 - (a) Facilities constructed to replace obsolete buildings and/or accommodate additional staffing related to the Basic Education Program; and
 - (b) Major renovations of existing structures which would make them suitable for long-term use.
- (6) Process for Setting Guidelines:
 - (a) State Board of Education to establish a permanent advisory body, including representatives of county government, to develop (and revise as necessary) standards; and

(b) Written standards to be incorporated in the Administrative Code, including procedure for waivers to be provided in standards.

(7) Facilities Planning:

(a) School boards required to prepare multi-year building plans for submission to boards of commissioners which would address:

- Phase-in of Basic Program,
- Minimum and optimum school enrollments,
- Short-term/long-term building objectives;

(b) Plans to be approved by board of county commissioners and the State Board of Education; and

(c) Commissioners to prepare financing plan for submission to Local Government Commission for review and comments.

(8) Enforcement/Monitoring: The General Assembly shall establish a program for monitoring and periodic reporting of the school facilities standards.

D. Non-personnel Support.

(1) Textbooks, Instructional Supplies, Materials and Equipment: Local boards of education to

provide from appropriated state funds textbooks, materials, supplies, equipment sufficient for the effective operation of the Basic Education Program.

- (2) Transportation: County boards of education to provide for the safe and efficient transportation of pupils in accordance with law and State Board of Education regulations.

E. Accountability. The Controller of the State Board of Education with the assistance of the local board of education shall be held accountable for preparing and filing annually a three-year historical record for each school, to be updated annually, which contains: (1) a comprehensive financial statement following the format prescribed by the State Board of Education, showing all revenues available and expended, in total and per pupil, (2) the number and achievement gains of pupils on standardized tests; (3) attendance records, (4) dropout rates, (5) promotion and graduation rates as appropriate, and (6) other performance goals and output measures identified by the State Board of Education and local boards of education.

PERSONNEL

PERSONNEL BACKGROUND

Public elementary and secondary education is a labor intensive system. Employee salaries and benefits consume about 80 cents of the education dollar. Recognizing the critical importance of people to the system, the Council looked closely at the mechanisms through which we attract, protect, retain and compensate teachers and other educational personnel. The Council's Personnel Committee invited and heard testimony relating to the method through which the state accredits institutions which prepare educators. The committee also looked at the state's certification system, the way our "Fair Employment and Dismissal Practices (Tenure) Act" is administered, our system for evaluating personnel, and the salary and fringe benefit package for educators.

In the course of this testimony and the accompanying examination, the Council identified several needs which must be met if the state is to maintain and improve the quality of personnel in elementary and secondary education:

1. The need to attract the best and the brightest people at the entry level and assure that they are exposed to the best possible career preparation programs.

2. The need to provide for excellent retraining or in service programs which either correct deficiencies that come

to light through the system of performance appraisal or evaluation or enable professional educators to develop new skills in order to enable them to enter different fields.

3. The need to adequately compensate school personnel. The salary schedule (more properly, the total compensation system) should support a reasonable lifestyle, satisfy the individual's need for security at retirement, provide protection from financial crisis caused by illness or accident, assist in recruiting and retaining quality people, and provide incentives and indices for self-evaluation and goal setting. The current salary schedule fails to assist in retaining capable teachers, encourages mediocrity, is structured to retain marginal teachers, contains few incentives and generally does not support personal goal-setting and evaluation. Under the current salary schedule, the most marginal teacher is paid the same as any other. There are no steps in the current salary schedule to provide personal goals, and there is no formal way to use demonstrated expertise in classroom job descriptions. Also, there is little room for reciprocal evaluation between teachers and the administrative unit. There is no provision for self-improvement with reasonable compensation during the first decade of employment. In addition, the current salary schedule is inflexible and thus does not enable local governments to respond to local conditions within their resources. The foregoing criticisms of the current teacher salary structure are damaging enough, but there are two

overriding flaws which cannot be ignored. First, the salary schedule begins at too low a level, as evidenced by the continuing decline in the quality of entry-level teachers. Second, the current schedule lacks enough steps. It is complete after the tenth year of a 25 to 30 year career. The state must take corrective measures if our public elementary and secondary school system is to compete with the private sector for quality people.

4. The need to encourage lateral entry into our public elementary and secondary schools by skilled individuals from the private sector, while assuring that these individuals meet appropriate standards applied to other professional educators.

5. The need to build into the career pattern of professional educators a set of incentives (other than just material rewards) and status: for achievement, exceptional performance, and willingness to accept additional responsibilities. The Council recognized the existence of an informal system of differentiation among educators. This informal differentiation is used by all to decide classroom assignments, supervisory responsibilities, leadership roles, fiduciary responsibilities, and to make many other personnel decisions. It should be formalized to the extent necessary to provide incentives and status so as to keep and recognize top flight people and recognize specific competencies which improve the overall system.

6. The need to develop a compensation based, at least in part, on the system of differentiation. Differentiation and differential pay are interdependent. Teacher differentiation is a method of identifying desirable characteristics and capabilities developed during long practice of the profession. Differential pay, in part, is a method of rewarding differentiation. Therefore, pay differential is based, in part, on teacher differentiation in recognition of superior performance over time. Differentiation should be the basis of the compensation system for elementary and secondary educators. Differentiation should be based on performance over time, measured by standardized evaluation routinely administered by trained and competent administrators and by peers who have reached a level of differentiation which enables them to competently and credibly participate in the evaluation process.

Two other factors relating to salaries of classroom teachers are elements which cannot be determined by the State with any degree of confidence: subject matter or teaching area and the geographical location of local school administrative units. Both substantially affect the supply and cost of teachers. The Council recognizes that salary cost elements are affected by variable teacher supply, as determined by subject matter and geographical variations, and that these elements must be addressed.

7. The need for a system of performance appraisal or evaluation to determine quality, a system that involves

competent and credible administrators with classroom experience as well as peer participation by those who have demonstrated competencies over time. Performance evaluations should accurately reflect competencies developed over time. The principal ingredients that lead to superior performance over time seem to be: (1) the teacher's knowledge of the subject matter relative to the class level being taught, (2) the teacher's ability to transfer knowledge and to challenge a student's abilities, and (3) adequate contact time between the teacher and each student.

8. The need to assure competence and credibility among school administrators. One of the key elements in any performance evaluation system is the credibility and competence of the evaluator. The Council recognized that to have credibility among professionals, one must be a professional; and, that to lead classroom professionals, one must have been an exemplary classroom professional. School principals set the standards and attitude within a school and, to a large extent, dictate the performance of a school. With this in mind, the Council finds that candidates for principal must not only have advanced formal training in education administration but that they should have demonstrated superior performance, over time, in the classroom. This combination of superior performance over time, and advanced formal education specifically designed to train teachers to be principals, is requisite to confidence in the system of performance evaluation and teacher differentiation.

The state has eliminated the requirement for State approval of the superintendents of each local system. If a local school board is to have responsibility for the performance of its system, it should have the authority to decide who the superintendent of that system is to be. However, to insure a measure of consistency statewide, it should be the prerogative of the State Board of Education to prescribe minimum standards for superintendent candidates.

9. The need to recognize and meet basic needs of local school administrative units for non-certified support personnel in the most efficient and cost-effective manner possible.

In its 1984 Session, the General Assembly enacted legislation requiring the State Board of Education to develop "career growth" programs for teachers and for "principals and other school administrators." In each case, the career growth program was to "provide a series of salary classifications based on an individual's initiative and desire to increase his professional abilities and his success in doing so." The legislation also required that the programs were to include "annual methods of examination of teachers with peer participation in the review, opportunities to correct deficiencies, and dismissal of teachers who after ample opportunities cannot or will not perform." In addition, chapter 971 of the 1983 Session Laws (Regular Session 1984), required that "peers participating in the review shall not live in the same local school

administrative unit as the teacher reviewed." The career growth program for administrators provided for "annual examinations by other administrators" as well as by those supervised as well as "opportunities to correct deficiencies, and dismissal or reassignment of employees who after ample opportunity cannot or will not perform." In both cases, the State Board was required to "devise methods and instruments of evaluation that will determine what levels of performance, effort and ability and what accomplishments warrant different salary classifications and at what point" nonrenewal, dismissal or reassignment "is appropriate." The legislation also required the State Board to submit "a preliminary report on the career growth pilot programs it has developed" to the Education Policy Council "on or before November 1, 1984" and to submit, no later than five days after the 1985 General Assembly convenes, "a report for the approval of the General Assembly on the career growth pilot programs (the State Board) has developed."

Chapter 971, the 1984-85 appropriations act, also called on the State Board "to implement the programs it develops, as approved by the General Assembly" by July 1, 1986; and the legislation included the following language:

"Any statutes that would prevent the State Board from doing so are repealed to the extent they conflict with this section. It is the intent of the General Assembly to make all future salary increments to teachers and principals and other

certified school administrators an integral part of the career growth programs; therefore, no funds for annual increments, cost-of-living increases, or other salary increments for teachers shall be appropriated for certificated personnel of the public schools until these pilot career development programs are implemented."

Eleven days after the legislation described above was ratified, the General Assembly enacted an amended version of the "Elementary and Secondary School Reform Act of 1984" proposed by the Policy Council, chapter 1103 of the 1983 Session Laws (Regular Session 1984), House Bill 1567. This legislation provided for a system of differentiation of classroom teachers, to be adopted by the State Board and to include "at least five categories of differentiated staffing for classroom teachers." House Bill 1567 also provided:

"The State Board may pilot test this career growth program for classroom teachers in at least one school administrative unit in each of the eight educational districts of the State during the 1985-86 school year and shall recommend a system of differentiation to be applied consistently throughout the State beginning in the 1986-87 school year. This recommendation shall be submitted to the General Assembly on or before March 1, 1986."

The Reform Act required that criteria adopted by the State Board were to include performance and also stated that the criteria "may include such other criteria as the State Board of Education deems necessary; such as degree obtained, number of subjects taught, number of classes taught, number of students taught in a school day and time in service." House Bill 1567 linked the system of differentiated staffing to a salary system. The bill included the following language:

"It is the policy of the State of North Carolina to enhance the teaching profession by providing teachers with career opportunities that do not remove them from the classroom; to encourage the development and implementation of a professional salary schedule that complements the system of differentiation; to have salaries of professional educators in elementary and secondary schools based upon performance, degree attained, differentiation and the needs of the local school administrative unit; and to begin, in the school year beginning in 1986, a differential salary system based upon performance, differentiation, local availability of classroom teachers, geographical location of the employing local school administrative unit and such other factors as the local board of education shall deem necessary.

Performance shall be measured by standardized evaluations which are routinely administered pursuant to G.S. 115C-326 by competent and trained administrators who have themselves demonstrated meritorious performance in the classroom. Differentiation shall be based upon superior performance over a period of time plus other responsibilities. Needs of the local school administrative unit over and above the standard course of study shall be defined by the local board of education exclusively funded from revenues provided at the discretion of the board of county commissioners or from other local funds under the control of the local board of education.

Each salary may include a local variable component, determined locally and based upon the needs and condition of the local school administrative unit. This local variable component shall be paid from local revenue."

The Reform Act also included provisions for:

1. Prerequisite for candidacy for superintendents of local school administrative units;
2. Standards for principals to have attained at least the second level of differentiation, have at least four years classroom teaching experience and possess at least a Masters Degree in Education Administration;

3. A quality assurance program for administrators, to be recommended to the General Assembly by March 1, 1986;
4. A plan to upgrade teacher education programs "to reflect a more rigorous course of study," to be submitted by the State Board to the General Assembly by November 1, 1984.
5. A plan to provide for lateral entry "into the profession of teaching by skilled individuals from the private sector;"
6. Programs for "expanded on-the-job training for public school employees" and "methods of enhancing the quality of continuing education programs for currently certified teachers (which) may include a sabbatical leave for professional improvement."
7. A system for allotting noncertified support personnel to local school administrative units, to be recommended by the State Board to the General Assembly by November 1, 1984; and
8. A "method of providing loan and scholarship assistance to prospective teachers in areas of anticipated shortage," to be recommended to the General Assembly by the State Board by November 1, 1984 and to "include, at least, the anticipated needs, the level of finding and a mechanism to evaluate the results of the program." (See Appendix E.)

At its meeting November 16, 1984, the Council's Personnel Committee reviewed the "North Carolina Career Development Plan for Teachers and Administrators" adopted by the State Board of Education and transmitted to the Council in October of 1984.

PERSONNEL RECOMMENDATIONS

1. The Council recommends that the Career Development Plan for teachers submitted in October, 1984 be revised by the State Board of Education, using the advice of concerned and interested individuals and associations, in order to comply with the intent of the General Assembly. The Council further recommends that the Board, as it revises the proposal, recommend changes in the requirements: (1) that annual examination of teachers include review by peers not living in the same local school administrative unit as the teacher being reviewed, and (2) that there be only one year during which to pilot test the career growth program prior to consistent application throughout the state beginning in the 1986-87 school year. The Council further recommends that the revised career development plan for teachers, submitted by the State Board, be detailed enough to allow standardized implementation, reporting, measurement and analysis among the pilot local education agencies; and that the revised proposal for a teacher career ladder should be submitted to the General Assembly on or before February 1, 1985.

2. The Council recommends that the Career Development Plan for administrators submitted in October, 1984 be revised by the State Board of Education, using the concerns expressed by members of the Personnel Committee and the Policy Council and the advise of concerned and interested individuals and associations in order to comply with the intent of the General Assembly. The Council further recommends that the Board, as it revises the proposal, recommend changes in the requirements: (1) that annual examination of teachers include review by peers not living in the same local school administrative unit as the teacher being reviewed, and (2) that there be only one year during which to pilot test the career growth program prior to consistent application throughout the state beginning in the 1986-87 school year. The Council further recommends that the revised career development plan for administrators, submitted by the State Board, be detailed enough to allow development of standardized implementation, reporting, measurement, and analysis among the pilot local education agencies; and that the revised proposal for an administrators' career ladder should be submitted to the General Assembly on or before February 1, 1985.

3. The Council recommends that the final, revised career development plan, submitted to the 1985 General Assembly, be reviewed by the Standing Committees on Education and amended or adopted as appropriate.

APPENDICES

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 1983
RATIFIED BILL

CHAPTER 860
HOUSE BILL 1307

AN ACT TO CREATE THE PUBLIC EDUCATION POLICY COUNCIL.

Whereas, Chapter 1392 of the 1981 Session Laws, Regular Session 1982, created the Select Committee to Study the Department of Public Education; and

Whereas, the Select Committee held a series of public hearings and conducted an intensive investigation of a number of issues relating to public education; and

Whereas, legislation introduced during the 1983 Session of the General Assembly generated much interest among legislators, educational leaders and other interested citizens; and

Whereas, between seventy-five percent (75%) and eighty percent (80%) of the State's General Fund Tax Revenues are spent in support of education at all levels and through various agencies in North Carolina; and

Whereas, the Declaration of Rights in the Constitution of North Carolina guarantees the people the "right to the privilege of education" and makes it the "duty of the State to guard and maintain that right"; and

Whereas, the Constitution of North Carolina mandates that the General Assembly "provide . . . for a general and uniform system of free public schools"; and

Whereas, the General Assembly feels it is necessary to continue to study the fiscal and operational functions of the Department of Public Education so as to guarantee the fundamental right of the people to the privilege of education and to provide for a general and uniform system of free public schools; and

Whereas, there is a need to provide for broad-based participation in this process by educational leaders throughout the State and those who represent the many segments of the educational community; Now, therefore,
The General Assembly of North Carolina enacts:

Section 1. There is hereby created the Public Education Policy Council, to consist of 47 members, chosen as follows:

(1) 10 members of the Senate, appointed by the President Pro Tempore of the Senate, one of whom shall serve as cochairman;

(2) 10 members of the House of Representatives, appointed by the Speaker of the House, one of whom shall serve as cochairman;

(3) 11 members appointed by the Governor, one from each of the State's congressional districts;

(4) the Lieutenant Governor or his designee;

(5) the State Treasurer or his designee;

(6) the Superintendent of Public Instruction or his designee;

(7) the chairman of the State Board of Education or his designee;

(8) the chairman of the Board of Governors of The University of North Carolina or his designee;

(9) the chairman of the Board of Community Colleges or his designee;

(10) one member representing and appointed by the governing boards of each of the following organizations:

- a. the North Carolina Association of County Commissioners,
- b. the North Carolina School Boards Association,
- c. the North Carolina Association of Educators,
- d. the North Carolina Federation of Teachers,
- e. the North Carolina Association of School Administrators,
- f. the North Carolina Principals/Assistant Principals Association,
- g. the North Carolina Congress of Parents and Teachers,
- h. the North Carolina Association of Educational Office Personnel,
- i. the North Carolina Advisory Council on Education, and
- j. the North Carolina Association of Classroom Teachers.

The organizations and individuals listed above shall transmit the name and address of each designee or appointee to the Legislative Services Officer within 60 days after the adjournment of the 1983 General Assembly.

Sec. 2. Members of the Council shall be reimbursed for travel and subsistence expenses at the rates set out in G.S. 120-3.1. All expenses of the Council shall be paid from funds appropriated to the General Assembly. The Legislative Services Officer shall provide staff to the Council.

Sec. 3. The Council shall study the fiscal and operational functions of the Department of Public Education and the responsibilities of the several State and local agencies and units of government that share responsibility for the system of public schools. The study shall include public school laws as well as policies, procedures, philosophy and educational programs of the Department of Public Education and their application.

Sec. 4. The Council shall provide a preliminary report to the 1983 General Assembly, Regular Session 1984 and a final report to the 1985 General Assembly, to be submitted by December 1, 1984. At that time, the Council shall cease to exist. The reports shall include recommendations on providing better educational opportunities to the citizens of the State in a more cost-effective manner. The reports may include proposed legislation, including proposed constitutional amendments and statutory changes as the Council recommends.

Sec. 5. This act is effective upon ratification.
In the General Assembly read three times and ratified,
this the 20th day of July, 1983.

JAMES C. GREEN

James C. Green
President of the Senate

LISTON B. RAMSEY

Liston B. Ramsey
Speaker of the House of Representatives

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PUBLIC EDUCATION POLICY COUNCIL

Membership Designated by Committee

Finance

<u>Name</u>	<u>Group Represented</u>
John Jordan, Chairman	University Board of Governors
Anne Barnes	Governor (4th District)
Harlan Boyles	State Treasurer
R. J. Childress	House of Representatives
Robert Davis	Senate
Elton Edwards	Senate
Toni Fink	Parent Teachers Association
Harold Hardison	Senate
Elizabeth Hargrove	Governor (6th District)
Kenneth Harris	Senate
Margaret Hayden	House of Representatives
W. D. McRoy	Governor (3rd District)
Barbara Tapscott	State Board of Education
Janet Wilson	N. C. School Boards Association
Carrie Winter	Governor (9th District)

Personnel

Josephus Mavretic, Chairman	House of Representatives
Cecil Banks	N. C. Association of Educators
Fred Bentley	Governor (11th District)
Joe Bost	Principals, Assistant Principals Assn.
Anne Edwards	Governor (10th District)
Joe Fitzsimmons	Classroom Teachers Association
Aaron Fussell	House of Representatives
David Helberg	Designee - Lieutenant Governor
Charlie Mae Holland	N. C. Assn. Educational Office Personnel
Wayne Hooper	Association of County Commissioners
D. R. Mauney	House of Representatives
Charles Owens	House of Representatives
Craig Phillips	Superintendent of Public Instruction
Ben Tison	Senate

Governance

Jim Edwards, Chairman	Senate
Cary Allred	Senate
Howard Chapin	House of Representatives
Charles Coble	Governor (1st District)
Whitty Cuninggim	Governor (5th District)
C. R. Edwards	House of Representatives
Olin Flowe	N. C. Federation of Teachers
John Forlines	Board of Community Colleges
Michael Latta	Advisory Council on Education
William Martin	Senate
Reid Poovey	House of Representatives
Ray Sarbaugh	N. C. Assn. of School Administrators
William Stanback	Governor (8th District)
Angus Thompson	Governor (7th District)
Marvin Ward	Senate

GENERAL ASSEMBLY OF NORTH CAROLINA

1983 SESSION (REGULAR SESSION, 1984)

RATIFIED BILL

CHAPTER 971 HOUSE BILL 1496

AN ACT TO MODIFY CURRENT OPERATIONS AND CAPITAL IMPROVEMENTS APPROPRIATIONS FOR NORTH CAROLINA STATE GOVERNMENT FOR THE 1984-85 FISCAL YEAR AND TO MAKE OTHER CHANGES IN THE BUDGET OPERATION OF THE STATE..

The General Assembly of North Carolina enacts:

Section 1.. The appropriations made in this act are for maximum amounts necessary to provide the services and accomplish the purposes described in the State Budget.. Savings shall be effected where the total amounts appropriated are not required to perform these services and accomplish these purposes and, except as allowed by the Executive Budget Act or this act, the savings shall revert to the appropriate fund at the end of the biennium..

An outline of the provisions of the act follows this section.. The outline shows the heading "-----CONTENTS/INDEX-----" and it lists by general category the captions for the various sections and groups of sections that make up the act..

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(This outline is designed for reference only, and it in no way limits, defines, or prescribes the scope or application of the text of the act.)

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PART I.-----CURRENT OPERATIONS/GENERAL FUND

Sec. 2.. The items and amounts appropriated from the General Fund for the 1984-85 fiscal year in the 1984-85 column of the schedule in Section 2 of Chapter 761 of the 1983 Session Laws are repealed, and appropriations from the General Fund for the maintenance of the State departments, institutions, and agencies, and for other purposes as enumerated are made for the fiscal year ending June 30, 1985, according to the following schedule:

<u>CURRENT OPERATIONS-General</u>	<u>1984-85</u>
General Assembly	\$ 12,375,627
Judicial Department	90,825,560

Indigent Person's Attorney Fee	12,931,431
Department of The Governor	
01. Office of The Governor	1,690,212
02. Office of Citizens Affairs	660,884
03. Office of State Budget and Management	3,135,647
04. Executive Residences	296,928
05. Medical Student Loans	997,704
06. Housing Finance Agency	4,000,000
07. N.C. Housing Commission	100,000
08. Special Appropriations	2,510,000
Total Department of The Governor	13,391,375
Lieutenant Governor's Office	320,142
Department of Secretary of State	1,253,659
Department of State Auditor	8,386,640
Department of State Treasurer	2,528,901
Department of Public Education	
01. Program Administration and Support	20,375,818
02. Fiscal Administration and Support	1,585,834,471
Total Department of Public Education	1,606,210,289
Department of Justice	25,699,553
Department of Agriculture	24,103,615
Department of Labor	4,638,398
Department of Insurance	4,593,737
Department of Administration	34,138,334
Department of Transportation	

01. Public Transportation	1,340,000
02. Aeronautics	3,516,571
03. Aid to Railroads	100,000
Total Department of Transportation	4,956,571

Department of Natural Resources and Community Development	48,844,040
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Department of Human Resources

01. Alcoholic Rehabilitation Center - Black Mountain	2,551,215
02. Alcoholic Rehabilitation Center - Butner	1,941,554
03. Alcoholic Rehabilitation Center - Greenville	1,640,337
04. N.C. Special Care Center	3,090,033
05. Black Mountain Center	101,396
06. DHR - Administration and Support Program	16,540,475
07. Schools for the Deaf	12,030,692
08. Governor Morehead School	3,589,865
09. Division of Health Services	58,463,048
10. Lenox Baker Hospital	534,019
11. Social Services	66,196,515
12. Medical Assistance	197,311,576
13. Social Services - State Aid to Non-State Agencies	3,571,192
14. Division of Services for the Blind	5,176,049
15. Division of Mental Health - Administration	6,218,163
16. Division of Mental Health - Community Based Programs	84,591,205

17. Wright School	1,021,592
18. Dorothea Dix Hospital	23,858,481
19. Broughton Hospital	21,347,620
20. Cherry Hospital	20,805,180
21. John Umstead Hospital	19,232,417
22. Western Carolina Center	3,111,577
23. O'Berry Center	2,857,407
24. Murdoch Center	15,157,326
25. Caswell Center	12,238,360
26. Division of Facility Services	6,499,199
27. Division of Vocational Rehabilitation Services	17,601,578
28. Division of Youth Services	28,759,700
Total Department of Human Resources	636,037,771
Department of Correction	179,826,663
Department of Commerce	20,681,157
Reserve for Microelectronics Center of North Carolina	13,045,000
Department of Revenue	30,116,682
Department of Cultural Resources	25,363,599
Department of Crime Control and Public Safety	11,480,231
University of North Carolina - Board of Governors	
01. General Administration	9,266,570
02. University Operations - Lump Sum	39,623,999
03. Related Educational Programs	29,034,222
04. University of North Carolina	

at Chapel Hill	
a. Academic Affairs	78,304,348
b. Division of Health Affairs	55,950,061
c. Area Health Education Centers	20,575,128
05. North Carolina State University at Raleigh	
a. Academic Affairs	90,575,889
b. Agricultural Research Service	21,183,752
c. Agricultural Extension Service	16,435,256
06. University of North Carolina at Greensboro	30,976,513
07. University of North Carolina at Charlotte	25,907,291
08. University of North Carolina at Asheville	6,156,591
09. University of North Carolina at Wilmington	14,588,419
10. East Carolina University	63,524,266
11. North Carolina Agricultural and Technical State University	19,740,401
12. Western Carolina University	19,484,767
13. Appalachian State University	28,205,044
14. Pembroke State University	7,022,145
15. Winston-Salem State University	8,846,171
16. Elizabeth City State University	6,775,401
17. Fayetteville State University	8,340,643
18. North Carolina Central University	16,933,753
19. North Carolina School of the Arts	4,833,173

20. North Carolina Memorial Hospital	23,136,236
21. North Carolina Science and Math High School	3,618,353
Total University of North Carolina	649,038,392
Department of Community Colleges	225,739,083
State Board of Elections	231,440
Board of Contract Appeals	87,000
Contingency and Emergency	1,125,000
Reserve for Salary Adjustments	500,000
Reserve for Computer Rate Increase	200,000
Reserve for Electronic Data Processing Equipment	2,000,000
Reserve for University Biotechnology Programs	910,000
Reserve for Cost-of-Living Salary Increase	462,671,000
Reserve for Cost-of-Living Increase for Retirees	9,083,100
Reserve for Cost-of-Living Increase--Local Government Employees	7,905,600
Reserve-Hospital-Medical Benefits, Retirees	18,458,000
Reserve for Pay Equity Study	650,000
Reserve for Museum of History	500,000
Reserve for the McCain Prison Medical Center	4,400,000
Debt Service - Interest	35,377,250
Debt Service - Redemption	40,700,000
GRAND TOTAL CURRENT OPERATIONS--GENERAL FUND	\$4,271,324,840
PART II. ---CAPITAL IMPROVEMENTS/GENERAL FUND	

Sec. 3. The items and amounts appropriated for the 1984-85 fiscal year from the General Fund in the schedule in Section 4 of Chapter 757 of the 1983 Session Laws are reenacted, and additional appropriations are made from the General Fund for use by State institutions, departments and agencies to provide for capital improvement projects according to the following schedule:

Capital Improvements	<u>1984-85</u>
Community Colleges	
01. Reserve for Construction	\$ 20,000,000
University of North Carolina (Total)	59,470,000
a. School of Science and Mathematics/ Construction of Dormitory, Resident Advisor Apartments, and Infirmary	4,400,000
b. NCSU	
1. Cattle Research Facility/Butner	1,900,000
2. Turf Grass Research Laboratory	50,000
3. Addition to D. H. Hill Library	9,159,000
4. Fletcher Research Station	360,000
c. UNC-Asheville/Classroom Building	6,175,000
d. Pembroke State/University Center	Total 6,242,000
	Receipts 2,300,000
	Appropriation 3,942,000
e. East Carolina/Classroom Building	14,635,000
f. UNC-Wilmington/Library Addition	7,611,000
g. Appalachian State/Industrial Arts Building Addition	4,128,000
h. Memorial Hospital/NMR Facility	800,000
i. Board of Governors	
1. Western Carolina/Reserve for Jackson County Board of Education for Vacating Camp Lab Building	5,000,000
2. Reserve for Advance Planning	1,310,000
Human Resources (Total)	1,420,000
01.. Caswell/Chapel Construction	250,000
02.. O'Berry/Chapel Construction	250,000
03.. Western Carolina/Chapel Construction	250,000

04. Juvenile Evaluation Center/Grading	20,000
05. Dobbs School/Addition to Vocational Education Facility	650,000
Justice	
01. SBI/Storage Building	34,000
Correction	
01. Harnett Youth Center/Chapel Construction	50,000
Agriculture (Total)	787,500
01. Raleigh Farmers' Market/Construction of Farmers' Shed	167,500
02. Mountain Research Station/Waynesville Facility Development	145,000
03. Metrology Lab-Raleigh/Reserve for Bid Override on Construction	275,000
04. Horticultural Crops Research Station- Sampson County/ Sweet Potato Facility	200,000
Natural Resources and Community Development (Total)	2,989,000
01. Wayne County/Park Development	100,000
02. Reserve for Civil Works Projects	2,074,000
03. Reserve for Watershed Projects	815,000
Administration	
01. Purchase of Amoco Building for the State Computer Center	7,700,000
Office of State Budget and Management (Total)	17,645,000
01. Reserve for Statewide Repairs and Renovations	15,000,000
02. Reserve for World War I, World War II, Korean War and	

03. Reserve for Biotechnology
Research Facilities

2,045,000

GRAND TOTAL-GENERAL FUND

110,095,500

PART III.-----SPECIAL PROVISIONS

Sec. 4. (a) The State Board of Education shall develop a career growth program for teachers designed to give teachers increasing responsibility, recognition and pay as they gain experience and professional ability. The program shall provide a series of salary classifications based on an individual's initiative and desire to increase his professional abilities and his success in doing so. The program shall provide for annual methods of examination of teachers with peer participation in the review, opportunities to correct deficiencies, and dismissal of teachers who after ample opportunities cannot or will not perform. Peers participating in the review shall not live in the same local school administrative unit as the teacher reviewed. The State Board shall devise methods and instruments of evaluation that will determine what levels of performance, effort and ability and what accomplishments warrant different salary classifications and at what point failure to rehire a nontenured teacher or dismissal or demotion of a tenured teacher is appropriate.

The State Board of Education shall also develop a career growth program for principals and other certified school administrators designed to give principals and other school administrators clear opportunities for advancement, recognition and increased pay if they demonstrate high effectiveness as instructional leaders and school managers. The program shall provide a series of salary classifications based on an individual's initiative and desire to increase his professional abilities and his success in doing so. The program shall provide for annual examinations by other administrators and the people he supervises, opportunities to correct deficiencies, and dismissal or reassignment of employees who after ample opportunity cannot or will not perform. The State Board shall devise methods and instruments of evaluation that will determine what levels of performance, effort and ability and what accomplishments warrant different salary classifications and at what point dismissal or reassignment of a principal or other administrator is appropriate.

(b) The State Board of Education shall submit to the Education Policy Council, on or before November 1, 1984, a preliminary report on the career growth pilot programs it has developed pursuant to subsection (a) of this section. No later than five days after the convening date of the 1985 General Assembly, the State Board shall submit a report for the approval of the General Assembly on the career growth pilot programs it has developed pursuant to subsection (a) of this section to the

President of the Senate, the Speaker of the House, the President Pro Tempore of the Senate, the Speaker Pro Tempore of the House, the Majority Leader of the Senate and the Chairmen of the Base and Expansion Appropriations Committees of the Senate and the House.

(c) The General Assembly finds that it is essential to attract and retain the best people in teaching and in school administration. A system that is perceived to offer low wages, lifetime contracts, little real evaluation and no extra pay for outstanding performance cannot do that; therefore, the General Assembly directs the State Board of Education to implement the programs it develops, as approved by the General Assembly, pursuant to subsection (a) of this section by July 1, 1986.. Any statutes that would prevent the State Board from doing so are repealed to the extent they conflict with this section.. It is the intent of the General Assembly to make all future salary increments to teachers and principals and other certified school administrators an integral part of the career growth programs; therefore, no funds for annual increments, cost-of-living increases, or other salary increments for teachers shall be appropriated for certificated personnel of the public schools until these pilot career development programs are implemented.

Sec. 5. The provisions of the Executive Budget Act, Chapter 143, Article 1, of the General Statutes, are reenacted and shall remain in full force and effect and are incorporated in this act by reference.

Sec. 6.. Except where expressly repealed or amended by this act, the provisions of Chapters 757 and 761 of the 1983 Session Laws as amended remain in effect..

Sec. 7. Notwithstanding any modifications by this act in the amounts appropriated, except where expressly repealed or amended, the limitations and directions for the 1983-85 fiscal biennium or for the 1984-85 fiscal year in Chapters 757 and 761 of 1983 Session Laws as amended that applied to appropriations to particular agencies or for particular purposes apply to the newly enacted appropriations of this act for those same particular purposes.

Sec. 8. Except as otherwise provided by this act, this act shall become effective July 1, 1984.

In the General Assembly read three times and ratified, this the 25th day of June, 1984.

JAMES C. GREEN

James C. Green
President of the Senate

LISTON B. RAMSEY

Liston B. Ramsey
Speaker of the House of Representatives

GENERAL ASSEMBLY OF NORTH CAROLINA

1983 SESSION (REGULAR SESSION, 1984)

RATIFIED BILL

CHAPTER 1103

HOUSE BILL 1567

AN ACT TO ENACT THE ELEMENTARY AND SECONDARY SCHOOL REFORM ACT OF 1984.

The General Assembly of North Carolina enacts:

Section 1. This act may be referred to as the "Elementary and Secondary School Reform Act of 1984."

Sec. 2. G.S. 115C-81(a) is amended by deleting the first paragraph and substituting the following:

"Standard Course of Study. It is the policy of the State of North Carolina to insure a quality education to every child residing in North Carolina. To this end, the General Assembly directs the State Board of Education to develop a standard course of study to be offered to every child in North Carolina public schools and to submit the proposed standard course of study to the General Assembly by October 15, 1984.

The standard course of study shall reflect a rigorous academic course of study stressing mastery of integrated knowledge based on mastery of competencies in the basic skill areas rather than the study of isolated disciplines. To this end, the State Board of Education is directed to undertake a statewide audit of current curricula and to refine the curricula as required to comply with this policy. The standard course of study:

1. shall stress mastery of integrated knowledge;
2. should provide students with the specific competencies needed to gain employment or to continue their education;
3. should provide students with the skills necessary to cope with contemporary society;
4. shall contain a vocational education component designed to meet the State's and local anticipated career training needs;
5. shall provide for a program of continuous learning based upon the individual child's need, interest, and stages of development, so that the program has a nongraded structure of organization;
6. shall set forth what subjects shall be taught in each grade, and outline the basal and supplementary books on each subject to be used in each grade;
7. shall include a core curriculum for all students plus additional elective curriculum choices to meet the varied needs and interests of students;
8. shall establish a minimum length of the instructional day;
9. shall prescribe standards for student performance and promotion and may consider appropriate levels at which remediation should begin; and
10. shall describe appropriate class sizes for each course required by the standard course of study; staffing levels to support the standard course of study, and may include minimum staffing for schools, regardless of size, where such schools are determined to be essential to serve pupils located in isolated geographic areas; minimum facility requirements for the standard

course of study; minimum material requirements for the standard course of study; and such other information the Board finds necessary to enable the General Assembly to allocate appropriate resources to implement the plan."

Sec. 3. The second paragraph of G.S. 115C-271 is rewritten to read:

"It is the policy of the State of North Carolina that the superintendents of each of the several school administrative units be hired solely at the discretion of the local boards of education and that a candidate for superintendent of a local school administrative unit must have been, at least, a principal in a North Carolina public school or have equivalent experience as prescribed by the State Board of Education and have other minimum credentials, educational prerequisites and experience requirements as the State Board of Education shall prescribe. The State Board of Education is directed to promulgate prerequisites for candidacy for superintendent not later than January 1, 1985."

Sec. 4. G.S. 115C-284 is amended by adding a new subsection to read:

"(d1) It is the policy of the State of North Carolina that, subsequent to the adoption of a system of classroom teacher differentiation and prerequisites to candidacy for principal, a classroom teacher must have attained at least the second level of differentiation, have at least four years of classroom teaching experience, and possess, at least, a Masters Degree in Education Administration. This subsection shall not apply to educational personnel certified as of July 1, 1984."

Sec. 5. The State Board of Education shall develop and recommend to the General Assembly by March 1, 1986, a quality assurance program for all administrators, similar to the programs for beginning and experienced teachers, in order to provide principals and superintendents with opportunities to develop effective management skills. In the development of this recommendation, the State Board of Education shall consult with local boards of education, on a continuous and systematic basis, through a process designed by the State Board, to assure participation on the part of a number of local boards of various sizes throughout the State. In addition, the State Board shall consult with and/or employ such public and private agencies, organizations and professional organizations as it deems necessary to accomplish this policy.

Sec. 6. G.S. 115C-296 is amended by designating the present section as subsection (a) and adding the following subsections (b) and (c) to read:

"(b) It is the policy of the State of North Carolina to maintain the highest quality teacher education programs in order to enhance the competence of professional personnel certified in North Carolina. To the end that teacher preparation programs are upgraded to reflect a more rigorous course of study, the State Board of Education shall submit to the General Assembly not later than November 1, 1984, a plan to promote this policy. The State Board of Education, as lead agency in coordination and cooperation with the University Board of Governors, the Board of Community Colleges and such other public and private agencies as

are necessary, shall continue to refine the several certification requirements, standards for approval of institutions of teacher education, standards for institution-based innovative and experimental programs, standards for implementing consortium-based teacher education, and standards for improved efficiencies in the administration of the approved programs.

(c) It is the policy of the State of North Carolina to encourage lateral entry into the profession of teaching by skilled individuals from the private sector. To this end, before the 1985-86 school year begins, the State Board of Education shall develop criteria and procedures to accomplish the employment of such individuals as classroom teachers. Regardless of credentials or competence, no one shall begin teaching above the middle level of differentiation. Skilled individuals who choose to enter the profession of teaching laterally may be granted a provisional teaching certificate for no more than five years and shall be required to obtain certification before contracting for a sixth year of service with any local administrative unit in this State."

Sec. 7. The State Board of Education may recommend to the General Assembly a program of expanded on-the-job training for public school employees. This recommendation may include individual training goals, the level of funding and a mechanism to evaluate the results of the training efforts.

Sec. 8. G.S. 115C-302 is amended by adding a new subsection (e) to read:

"(e) It is the policy of the State of North Carolina to enhance the teaching profession by providing teachers with career opportunities that do not remove them from the classroom; to encourage the development and implementation of a professional salary schedule that complements the system of differentiation; to have salaries of professional educators in elementary and secondary schools based upon performance, degree attained, differentiation and the needs of the local school administrative unit; and to begin, in the school year beginning in 1986, a differential salary system based upon performance, differentiation, local availability of classroom teachers, geographical location of the employing local school administrative unit and such other factors as the local board of education shall deem necessary.

Performance shall be measured by standardized evaluations which are routinely administered pursuant to G.S. 115C-326 by competent and trained administrators who have themselves demonstrated meritorious performance in the classroom. Differentiation shall be based upon superior performance over a period of time plus other responsibilities. Needs of the local school administrative unit over and above the standard course of study shall be defined by the local board of education exclusively funded from revenues provided at the discretion of the board of county commissioners or from other local funds under the control of the local board of education.

Each salary may include a local variable component, determined locally and based upon the needs and condition of the local school administrative unit. This local variable component shall be paid from local revenue."

Sec. 9. G.S. 115C-315(b) is amended by adding a new paragraph at the end thereof to read:

"It is the policy of the State of North Carolina to encourage and provide for the most efficient and cost-effective method of meeting the needs of local school administrative units for noncertified support personnel. To this end, the State Board of Education shall recommend to the General Assembly by November 1, 1984, a system using factors and formulas to determine the total number of noncertified support personnel allotted to local school administrative units. The recommended system for allotting noncertified support personnel shall include the proposed State's funding obligation for these positions and shall be developed in consultation with school-based support personnel or their representatives."

Sec. 10. G.S. 115C-326 is amended by adding a new subsection (c) to read:

"(c) The State Board of Education shall recommend to the General Assembly by December 1, 1986, a program to remedy deficiencies and difficulties revealed through the evaluation process required by this section and to develop new skills on the part of classroom teachers."

Sec. 11. Part 3, of Article 22 of Chapter 115C of the General Statutes is amended by adding a new section to read:

"§ 115C-326.1. Differentiation of classroom teachers.--(a) It is the policy of the State of North Carolina to encourage differentiation of classroom teachers. The State Board of Education shall consult with local boards of education, on a continuous and systematic basis through a process designed by the State Board to assure participation on the part of a number of local boards of various sizes throughout the State. In addition, the State Board shall consult with such other public and private agencies, organizations and professional organizations as it deems necessary to accomplish this policy. After the consultation process, the State Board shall adopt a policy defining at least five categories of differentiated staffing for classroom teachers.

The State Board may pilot test this career growth program for classroom teachers in at least one school administrative unit in each of the eight educational districts of the State during the 1985-86 school year and shall recommend a system of differentiation to be applied consistently throughout the State beginning in the 1986-87 school year. This recommendation shall be submitted to the General Assembly on or before March 1, 1986.

(b) Criteria for differentiation shall include performance and may include such other criteria as the State Board of Education deems necessary; such as degree obtained, number of subjects taught, number of classes taught, number of students taught in a school day and time in service.

(c) The State Board of Education, after consultation with local boards of education, shall develop such personnel policies as are required to ensure a coherent progression through the system of differentiation by those classroom teachers who elect to participate in the system of differentiation. The State Board shall develop personnel policies which prevent imbalances at any level of differentiation. If there is evidence of an imbalance

or abnormality in the distribution of performance evaluations administered pursuant to G.S. 115C-326 and/or classroom teacher differentiations created and administered pursuant to this section, the State Board of Education shall be empowered to review performance evaluation and staffing pattern of a local school administrative unit to ensure reasonable distribution of performance evaluations and classroom teacher differentiations.

(d) The State Board of Education shall give consideration to methods of enhancing the quality of continuing education programs for currently certified teachers, and may include a sabbatical leave for professional improvement.

(e) Notwithstanding the above, teachers employed under the system of employment for public school teachers, G.S. 115C-325, in effect prior to ratification of this act, shall be afforded the opportunity to elect to continue under the system of employment provided in G.S. 115C-325 and continuing under the salary schedule in existence at that time. They shall have the alternative of electing to change their conditions of employment to come within the system outlined in this section. This election shall be made on or before signing employment contracts for the 1987-88 school year. Employees whose initial contracts are for the 1986-87 or subsequent school years shall be employed under the employment system contained in this section."

Sec. 12. G.S. 115C-408 is rewritten to read:

"§ 115C-408. Funds under control of the State Board of Education.--(a) It is the policy of the State of North Carolina to create a public school system that graduates good citizens with the skills demanded in the marketplace, and the skills necessary to cope with contemporary society, using State, local and other funds in the most cost-effective manner. The Board shall have general supervision and administration of the educational funds provided by the State and federal governments, except those mentioned in Section 7 of Article IX of the State Constitution, and also excepting such local funds as may be provided by a county, city, or district.

(b) To insure a quality education for every child in North Carolina, and to assure that the necessary resources are provided, it is the policy of the State of North Carolina to provide from State revenue sources the instructional expenses for current operations of the public school system as defined in the standard course of study.

It is the policy of the State of North Carolina that the facilities requirements for a public education system will be met by county governments.

It is the intent of the 1983 General Assembly to further clarify and delineate the specific financial responsibilities for the public schools to be borne by State and local governments."

Sec. 13. Article 32A of Chapter 115C of the General Statutes is amended by adding a new section to read:

"§ 115C-472. State policy.--It is the policy of the State of North Carolina to encourage entry into the teaching profession by those who are prepared to teach in those areas where teachers are most needed. To this end, the State Board of Education shall recommend to the General Assembly by November 1, 1984, a method

of providing loan and scholarship assistance to prospective teachers in areas of anticipated shortage.

This recommendation shall include, at least, the anticipated needs, the level of funding and a mechanism to evaluate the results of the program."

Sec. 14. This act is effective upon ratification.

In the General Assembly read three times and ratified, this the 6th day of July, 1984.

JAMES C. GREEN

James C. Green

President of the Senate

LISTON B. RAMSEY

Liston B. Ramsey

Speaker of the House of Representatives

NORTH CAROLINA CAREER DEVELOPMENT PLAN

FOR TEACHERS AND ADMINISTRATORS

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Introduction

There is a need in North Carolina to provide appropriate rewards to teachers who excel in classroom instruction. Presently all teachers are rewarded alike, based on certification and years of experience, regardless of levels of effectiveness. There is a need to factor in performance as an additional criterion to differentiate between teachers in addition to years of experience.

A plan which concentrates on the level of effectiveness of each teacher would encourage overall improvement in instruction and achievement of students. The North Carolina Career Development Plan intends to attract the best candidates into teaching, develop and retain teachers in the profession for longer periods of time, reward excellence in instruction, as well as create career options.

A number of events have provided the concepts and rationale for the North Carolina Career Development Plan. Beginning in 1962 to the present, different concepts have evolved and a number of programs have been piloted in the state.

- 1962-65 -- The North Carolina Merit Pay Study. Martin County, Rowan County and Gastonia City each developed a plan for teacher differentiation and merit pay.
- 1968 -- The Governor's Study Commission. ("A Child Well Taught") Suggested differentiation of staff and recommended specific levels.
- 1969-74 -- State Board of Education instituted the concept of differentiated staffing as a priority area for awarding grants of funds to local schools. Eight projects were conducted and each had a method for differentiating and paying teachers differently.
- 1978 -- The Quality Assurance Concept. To make changes in selection, education and support of beginning teachers.
- 1980 -- The Performance Appraisal System. Instituted annual evaluation of all teachers statewide using criteria and standards adopted by the State Board of Education.
- 1983-84 -- The North Carolina Teacher Differentiation/Differential Pay Study. A series of statewide workshop sessions to gain input and reactions from superintendents, teachers and principals from every LEA about what the North Carolina Career Development Plan should include.

The basic concept derived from these studies indicated that teachers should be paid according to their effectiveness in addition to years of experience and levels of development.

Career Development Plan for Teachers

The North Carolina Career Development Plan is intended to apply to all teachers as defined in Public School Law 115C-325.

The Plan consists of five levels of differentiation as follows:

- Initial Level
- Provisional Level
- Career Status I
- Career Status II
- Career Status III

Specific requirements for each level have been developed by the State Department of Public Instruction following a series of meetings involving teachers, principals, superintendents, and representatives of various professional organizations.

Differential pay will be provided from State funds for each of these five levels as follows:

- Initial Level -- Base only
- Provisional Level -- Base plus 10% additional
- Career Status I -- Existing salary plus 10% additional
- Career Status II -- Existing salary plus 10% additional
- Career Status III -- Existing salary plus 10% additional

In addition to the salary schedule for Status I, II and III, an amount of 5% will be added for accumulated experience every second year upon proof of continued satisfactory performance and professional growth required at that level.

The Plan insures equal and fair treatment for all persons regardless of race, color, religion, sex, age, handicap, political affiliation or national origin in all employment practices at each level of decision-making.

Initial Level -- The teacher is a graduate of an approved teacher education program, holds an initial, non-renewable, two year certificate and is employed under a non-continuing contract. The teacher at the initial level performs as a full time teacher under close supervision and periodic evaluation by a professional support team. The support team includes the principal or designee, an appropriate central office support person, a supervising or "mentor" teacher in the appropriate teaching field and one or more professional teacher educators as may be determined by the local administrative unit. The support team conducts a minimum of three evaluations during each of the two years of initial certification

and designs an individualized improvement program jointly with the teacher.

In order to qualify for a continuing certificate, the teacher must (1) demonstrate progressive improvement of teaching skills by the end of the period of initial certification as evidenced by satisfactory evaluations on performance criteria; and (2) demonstrate continued professional growth as evidenced by completion of a professional improvement program by the end of the second year. Upon completion of certification requirements established by the State, teachers at the Initial Level may be recommended by the school based review team for Provisional designation.

The teacher at the Initial Level may or may not be extended a second year non-continuing contract for employment by the local administrative unit. In the case of non-renewal of a non-continuing contract for second year employment, the teacher maintains the initial teaching certificate and may be employed as a second year Initial Level teacher in another unit.

Provisional Level -- The teacher has satisfactorily completed a two year initial period and received a recommendation from the school-based support team. The initial certificate becomes a continuing certificate. At this level the teacher should demonstrate self-initiated, independent, and continued professional development as evidenced by CEU credits (2.0 minimum per year). All CEU experiences must be relevant to the teachers' instructional area and needs for professional growth. The teacher must also demonstrate satisfactory performance on PAS criteria each year to stay at the Provisional Level. At the end of the two years of provisional status, the teacher will be reviewed by a school-based panel and recommended for Career Status I.

A newly employed teacher holding a current continuing certificate will be allowed lateral entry as a provisional teacher within the employing LEA. This person shall be required to demonstrate competence in the teaching skills required for both Initial and Provisional Levels. A teacher, under these conditions, will receive base pay plus 10% additional.

Career Status I -- To obtain Career Status I, the teacher will have satisfactorily completed a two-year period at the Provisional Level and be recommended by a school-based review panel. Peers will be involved in this review. In order to meet basic qualifications, the teacher must have had satisfactory annual evaluations on PAS criteria for the past two years. Once awarded Career Status I, the teacher must demonstrate continued professional growth evidenced by acquiring at least 4 CEU credits over a two-year period while in Status I. CEU experiences must be relevant to the instructional area and professional needs of the teacher.

A Career Status I teacher will receive a 10% increase over existing salary and an additional 5% every second year contingent upon continued satisfactory performance and professional growth (CEUs). Career Status I teachers may be assigned additional responsibilities on school-based activities. (See Appendix.)

Career Status II -- After a teacher has satisfactorily completed a minimum of two years in Career Status I, that teacher can apply for Career Status II. The teacher will be reviewed by school and unit-wide review panels, and should have received better than satisfactory evaluations on PAS criteria for the last two years. The teacher shall demonstrate continued professional development by accumulating 4 CEU credits over each two-year period while in Career Status II, and have an accumulated total of 15 CEU credits. The CEU experiences must be relevant to the instructional area and professional needs of the teacher. This level teacher will receive a 10% increase over existing salary and an additional 5% every second year contingent upon continued better than satisfactory performance and professional growth.

The Career Status II teacher is eligible for 11 months employment. The teacher may or may not have a full teaching schedule but must have at least a 75% load. A Career Status II teacher will also be eligible for consideration for a year long sabbatical at 70% of salary upon the completion of 12 years of employment within the public school system. Responsibilities on system-wide activities may be assigned to the Career Status II teacher. The nature of these additional responsibilities are suggested in the Appendix.

Career Status III -- To achieve Career Status III, a teacher must hold a Master's Degree, have satisfactorily completed a minimum of two years in Career Status II and received exceptional evaluations on PAS criteria during that time. The teacher applies for advancement to Career Status III and is evaluated by a unit-wide review panel. The teacher shall demonstrate professional development by accumulating 4 CEU credits over each two-year period in Career Status III and have a total of 30 units of CEU credit. CEU experiences must be relevant to the instructional area and professional needs of the teacher.

The Career Status III teacher is eligible for 11 or 12 months employment and an additional 5% every second year contingent upon continued exceptional performance. The teacher may or may not have a full load but must have at least a 60% teaching schedule. Career Status III teachers will also be eligible for consideration for a year long sabbatical at full pay at the end of 14 years of employment, provided that a sabbatical was not previously awarded during the 12th year.

Access to Career Status II & III -- There shall be two routes for teachers to reach Career Status II and III. One route shall be for the Career Status I teacher who is able and is willing to accept additional

responsibilities. To reach Status II, the teacher shall demonstrate better than satisfactory performance on all applicable PAS criteria, have accumulated 15 CEUs of professional growth credits and possess the skills necessary to accomplish the additional tasks. These tasks can be accomplished during the regular or extended day within the 10-month school year, or also for extended 11-month employment. To reach Career Status III, the teacher shall demonstrate exceptional performance, have 30 units of CEUs, the masters degree, and have the skills necessary to accomplish higher level additional responsibilities. These responsibilities can be accomplished in an extended day during the year and/or 11-or 12-month employment.

The other route shall be for the Career I teacher who cannot or will not accept extra responsibilities and/or extended employment. This teacher can advance to Career Status II by being better than satisfactory of all applicable PAS criteria and possess 15 CEUs of professional growth credits. To reach Status III, this teacher must demonstrate exceptional performance, have the masters degree, and 30 CEUs of professional growth credits.

Process

Each LEA must institute a state-adopted process for teachers to follow in order to apply and be considered for levels of status. The following guidelines for this process are suggested for movement to Career Status II and III. Process will be refined during the pilot/field test period.

The Career Status I teacher will initiate application early in the year for Status II. The application will include data on years of experience, CEUs earned, and involvements with school based or unit-wide activities of a contributory nature both for self-growth and to assist the school or unit (committee work, leadership activities, assistance for other teachers in staff development, curriculum development, etc.). When the application is completed, the data will be reviewed by a school-based review panel.

The review panel will then interview the teacher and make decisions concerning classroom visitations, which will be conducted throughout the year by more than one person of the panel. Pre-observation and post-observation conferences will be a component of the visitations, which should be completed by March of that school year. Peers will be involved in this review. The panel then meets to review visitation results and conduct conferences with the teachers. Upon completion of this process, the review panel will make recommendations to the unit-wide review panel regarding Level II status.

A similar process is followed for determining eligibility for Career Status III with the exception that the data is additionally reviewed and visitations are conducted system-wide by a unit-wide panel that will make recommendations about candidates from all schools.

Those teachers who receive the award of higher status will assume those additional responsibilities and earn salary increments at the beginning of the next school year. Decisions about 11- or 12-month employment will be local decisions, based upon local needs for additional work and the teachers ability to work beyond the 10-month-term of employment.

Planning

The key to successful implementation of the North Carolina Career Development Plan is thorough planning in each LEA and standardization statewide. Therefore, to yield the successful results so vital to public education in this State, a number of actions must be initiated locally.

(1) There must be a strengthening of the PAS evaluation process in order for it to be implemented consistently in each school in the LEA.

(2) The Performance Improvement Plan process must be reviewed and strengthened so that staff development activities and support services will concentrate on the needs of the individual teacher.

(3) The LEA should establish a system of non-monetary, intrinsic rewards for additional recognition of its teachers.

(4) Each LEA will have the authority to develop assignments in addition to those suggested by the State Board of Education. These assignments need to be listed in order of importance and ranked according to their appropriateness for each level of career status and/or for 11-or 12-month employment.

(5) Each LEA must establish an appeal procedure for teachers to insure fair and equitable recommendations and decisions regarding outcomes of evaluation and award of status levels.

(6) A support team must be established in each school, responsible for the supervision, evaluation and support of each initial teacher. The team should consist of the principal, an appropriate central office support person, a peer, and a teacher educator. This review team will assume responsibility for making recommendations for provisional status based on performance during the initial two-year period.

(7) Each school must establish a review panel to evaluate and recommend those teachers who have applied and are eligible for career status. This panel shall consist of five persons, including the principal or a designee of the principal, a central office person, one peer teacher selected by the administration, and two other educators cooperatively selected by the teacher and administration. It is likely that some of those who served on the support team in the initial period will also serve on this panel for purposes of recommending career status. It shall be the responsibility of this panel to review all available evaluation records, the pattern and results of self-initiated professional growth experiences, and overall effectiveness as a teacher. As a result of this review, the panel will make recommendations to award Career Status II and/or to the unit-wide panel for further review and recommendation for Career Status III.

(8) A unit-wide review panel must be established for the purpose of examining the qualifications of Status II teachers who have applied and have been recommended by the school-based review panel for Status III. This panel shall consist of the teacher's superintendent or a designee of the superintendent, the principal or a designee of the principal, a specialist in the teacher's instructional area and two other educators cooperatively selected by the teacher and administration including a peer. The panel will review the results of annual evaluations, all information from previous panel actions and other pertinent materials necessary to reach a decision for recommendation to Career Status III.

This panel will also review applications for sabbatical leave, giving consideration to the purposes to be accomplished, and the applicants expectations as to the professional benefits and merits resulting from the leave.

Suggested Additional Responsibilities

Career Status I

Assisting in planning, implementing and evaluating needed staff development activities.

Assisting in various staff development activities. Sponsorship of and work with clubs and other school related organizations and activities.

Participation in various committee and study groups, assisting in planning, implementing and evaluating the schools' overall programs.

Making large group presentations in field(s) of specialization.

Other similar activities as may be identified by the LEA.

Career Status II

Serving as a "mentor" to beginning teachers.

Functioning as a team leader or department head.

Chairing various committees and/or development groups.

Being a helping/demonstration teacher within the school.

Assisting in the development in school policy and administrative procedures.

Serving on school based review panels for status decisions.

Coordinating indicated staff development activities for individuals and groups of beginning teachers.

Representing the school in community related activities.

Participating as a member of system-wide development and research activities.

Other similar activities deemed appropriate by the LEA.

Career Status III

Serving as a "mentor" to beginning teachers.

Working at the central office/system level in chairing research and development activities in curriculum, planning and evaluating outcomes of the total school program.

Serving on system-wide panels for recommending status.

Sponsoring and chairing system-wide professional organizations in field(s) of specialization.

Representing system at state and national meetings.

Other activities at a similar level as may be identified by the LEA.

Proposed Salary Schedule

<u>STATUS</u>																
III	(12 Months)	27,108	28,392	29,808	31,248	32,781	34,356	36,024	37,716	39,612	41,544	43,584	45,696			
	(11 Months)	24,849	26,026	27,324	28,644	30,052	31,493	33,220	34,573	36,311	38,082	39,952	41,888			
	(10 Months)	22,590	23,660	24,840	26,040	27,320	28,630	30,020	31,430	33,010	34,620	36,320	38,080			
II	(11 Months)	22,594	23,683	24,849	26,026	27,324	28,644	30,052	31,493	33,022	34,573	36,311	38,082	39,952		
	(10 Months)	20,540	21,530	22,590	23,660	24,840	26,040	27,320	28,630	30,020	31,430	33,010	34,620	36,320		
I	18,790	19,630	20,540	21,530	22,590	23,660	24,840	26,040	27,320	28,630	30,020	31,430	33,010	34,620		

PROVISIONAL 17,150

INITIAL 15,680

(31 Years)

Features of Plan

Eligibility

For advancement on the career ladder, the plan considers:

- Professional Growth - (4/15/30 CEU's, Masters)
- Performance - (satisfactory, better than satisfactory, exceptional)
- Experience - (2, 2, 2, 2)

Rewards

The plan rewards:

- Professional growth - accepts appropriate, relevant, and worthwhile CELs in addition to graduate coursework for advancement to Status I and II.
- Performance -- Probationary - 10%, satisfactory on PAS criteria
 - Status I - 10%, satisfactory on PAS criteria
 - Status II - 10%, better than satisfactory on PAS criteria
 - Status III - 10%, exceptional on PAS criteria
- Experience -- 5% each two years in career status (requires continued satisfactory growth and performance)
 - Sabbatical (12th year - 70% or 14th year - 100%)
- Extra Responsibilities
 - Status II - 10 or 11 months, Status III - 10, 11 or 12 months

Expectations

The plan requires:

- Achievement of career status at end of first four years
- Continued, self-initiated, appropriate, relevant professional growth
- Completely adequate performance at all career status levels
- Additional responsibilities commensurate with career status for some
- Masters degree for Status III

Process

The process requires:

- Elective participation by currently employed
- Self application for Career Status II and III
- Use of teams of reviewers. Team makes a joint recommendation.
- Creation of "initial" and "continuing" certificates (QAP). See note below.
- Creation of local support teams to work with beginning teachers (QAP)
- That PAS evaluation process be standardized with the LEA and across the state (SEA guidelines)
- Better understanding of and agreement on what constitutes "effective teaching" (SEA guidelines)
- More effective use of the PAS performance improvement plan
- Creation of school-based and system-wide review panels for the purpose of recommending career status
- That career status decisions be made locally
- Strengthening of process to evaluate and approve CEU credits. (SEA guidelines)
- Strengthening of local efforts to individualize staff development experiences
- That the LEA establish and rank local additional responsibilities according to appropriateness for levels of career status

NOTE: Teachers will continue to be required to renew continuing certificate at five-year intervals.

Career Development Plan for Administrators

An important aspect of the continued search for excellence in our schools is the emphasis upon recognition and compensation of educators. Compensation has traditionally been based on experience and preparation, irrespective of the level of performance. The following plan represents an effort to address this issue and to respond to the mandates of the legislature.

The plan recommends five levels of differentiation for each job classification. A person may stay in one classification for an entire career and move through the levels of differentiation as approved.

Initial Status -- Persons who desire a career in administration, supervision or in a related support area shall first undertake a program of studies leading to a graduate certificate and appropriate certification to be eligible for consideration for these positions. Upon appointment to any of these positions, the person shall receive an initial, non-renewable certificate, good for two years and will commence a series of experiences in that classification during the two-year period. The initial experience in these positions is similar to the initial teaching experience for the beginning teacher, and is part of the quality assurance component. During this period each candidate, regardless of position in administration or supervision, will successfully complete a series of comprehensive activities in appropriate phases of the local school's educational program, so that each will develop appropriate skills and have a thorough understanding of the area.

Entry into the initial position shall be a local decision, based on the availability of a position and results of local screening procedures. Successful completion of a state-instituted assessment center or other program may be a part of the local screening process.

During this period, the person's performance will be periodically reviewed by a panel consisting of the superintendent or designee, central office administrator or supervisor, and a peer, with input from other persons being supervised.

Guidelines will be provided by the State Department of Public Instruction to local education agencies regarding the scope and sequence of developmental experiences for participants during the initial period.

At the end of the two-year initial period, the person will be examined and interviewed by the review panel and the appropriate recommendation made. As part of the examination process the review panel will consider results of annual evaluations, evidences of continued professional growth and a portfolio specifying the unique ways the person

has performed as a professional while in initial status. Results of this review shall be used to make recommendations for provisional status and for a continuing, renewable certificate.

Provisional Status -- Upon recommendation by the review panel and approval by the local board of education, a continuing, renewable certificate will be issued by the N.C. Department of Public Education to those who successfully complete the two-year initial period. During the two-year provisional period, regardless of the position occupied, the person shall commence an on-going program of professional improvement, as evidenced by the accumulation of 4 CEU's in every subsequent two-year period. Such experiences shall be appropriate for the position and relate to the needs of each person as suggested by the review panel. During the two-year provisional period, the person will be examined by the review panel and an appropriate recommendation will be made. Results of annual evaluations which shall be satisfactory, evidence of continued growth experiences and ways the individual has contributed to the overall school program will be considered in this review.

Career Status I -- In Career Status I, the person shall have been in provisional status a minimum of two years, possess a continuing, renewable certificate in the area of speciality, have the appropriate graduate certificate and demonstrate satisfactory performance on all applicable PAS criteria. The person must continue to demonstrate on-going professional growth by accumulating 4 CEU's in each previous two-year period. The person will receive a 10% increase in salary with an additional 5% each two years upon proof of continued, satisfactory evaluations and professional growth. At the end of the two-year period of time in Status I, the person may apply for consideration for Career Status II. A review panel consisting of the superintendent or designee, a central office administrator or supervisor and a peer will review input from those supervised, interview, and make visits, and an appropriate recommendation will be made.

Career Status II -- A person in Career Status II shall have been in Career Status I a minimum of two years, possess a graduate certificate in the area of speciality, shall have demonstrated better than satisfactory performance on all applicable PAS criteria for the previous two-year period and have accumulated a minimum of four CEU's in each preceding two-year interval. The person shall receive a 10% increase over existing salary with additional 5% increments each two years upon proof of continued professional growth and better than satisfactory performance. At the end of the two-year period in Career Status II, the person may apply for consideration for Career Status III. A similar review panel will consider the person's qualifications and make an appropriate recommendation.

Career Status III -- A person in Career Status III shall have been in Career Status II a minimum of two years, possess an advanced certificate in the area of speciality, have demonstrated exceptional performance during the two-year period, and have accumulated a minimum of 4 CEU's in each preceding two-year period. The person will receive a 10% increase over present salary. There will be an additional 5% increment for each succeeding two years upon proof of continued professional growth and exceptional performance.

Composition/Function of the Review Panel -- Within each LEA, the superintendent will appoint a review panel consisting of the superintendent, central office staff, and peers to review and make recommendations for advancement of those eligible to various levels of status. The panel will consider the input from those supervised, the type and quality of professional growth experience (CEU's), the level of performance as indicated by available annual evaluation data, effectiveness with others, and various other relationships as in professional organizations and programs for continuing professional growth. In addition to this review, the panel will schedule conferences and on-site visitations to discuss and observe performance and will meet to assess candidates being considered for advancement in status. Recommendations will be made to the superintendent.

Compensation -- In addition to the salary currently being received, an increase of 10% will be provided for each upward step from Initial through Status III. Also, an additional increment of 5% will be awarded for each two-year experience step along each level of status for as long as the person satisfies the expectations for that level. For principals, to this will be added an increment for size of school, and type of school (5% middle school, 10% secondary school). Also, each person will be eligible for consideration for a year of sabbatical leave at 70% of salary in the 12th year of service in the LEA or 100% in the 14th year.

Superintendent Position -- It is the policy of the State of North Carolina that superintendents of local school administrative units be hired solely at the discretion of the local board, and that candidates for this position must have been, at least, a principal in a North Carolina public school or have equivalent experience as prescribed by the State Board of Education, and have other minimum credentials, education prerequisites and experience requirements as the State Board shall prescribe. These prerequisites and requirements shall be established by January 1, 1985. Evaluation and placement on career levels will be the responsibility of the local board of education with input from the people supervised by the superintendent.

Impact Statement -- The immediate effect of this action will be to enable the Agency to report to the Education Policy Council in November and to commence preliminary activities in preparation for field test activities in selected school units in 1985-86. Long range impact will be to cause refinement of the plan and to implement in 1986-87 a new career ladder and pay system increasing local decision-making opportunities.

Proposed Salary Schedules

ASSISTANT PRINCIPAL

III	34,356	36,024	37,716	39,612	41,544	43,584	45,696	47,928	50,328	52,752	55,308
II	31,248	32,784	34,356	36,024	37,716	39,612	41,544	43,584	45,696	47,928	50,328
I	29,806	31,248	32,784	34,356	36,024	37,716	39,612	41,544	43,584	45,696	47,928
PROVISIONAL	25,836										
INITIAL	23,556										

SUPERVISOR/DIRECTOR

III	36,024	37,716	39,612	41,544	43,584	45,696	47,928	50,328	52,752	55,308	58,068
II	32,784	34,356	36,024	37,716	39,612	41,544	43,584	45,696	47,928	50,328	52,752
I	31,248	32,784	34,356	36,024	37,716	39,612	41,544	43,584	45,696	47,928	50,328
PROVISIONAL	27,108										
INITIAL	24,648										

ASSISTANT SUPERINTENDENT

III	37,716	39,612	41,544	43,584	45,696	47,928	50,328	52,752	55,308	58,068	60,960
II	34,356	36,024	37,716	39,612	41,544	43,584	45,696	47,928	50,328	52,752	55,308
I	32,784	34,356	36,024	37,716	39,612	41,544	43,584	45,696	47,928	50,328	52,752
PROVISIONAL	28,392										
INITIAL	25,836										

ASSOCIATE SUPERINTENDENT

III	39,612	41,544	43,584	45,696	47,928	50,328	52,752	55,308	58,068	60,960	63,744
II	36,024	37,716	39,612	41,544	43,584	45,696	47,928	50,328	52,752	55,308	58,068
I	34,356	36,024	37,716	39,612	41,544	43,584	45,696	47,928	50,328	52,752	55,308
PROVISIONAL	29,856										
INITIAL	27,108										

SUPERINTENDENT

(BASE)

PROVISIONAL	31,248	111	41,544	43,584	45,696	47,928	50,328	52,752	55,308	58,068	60,960	63,741	66,648
INITIAL	28,392	11	37,716	41,544	43,584	45,696	47,928	50,328	52,752	55,308	58,068	60,960	63,741
		1	36,024	39,612	41,544	43,584	45,696	47,928	50,328	52,752	55,308	58,068	60,960

.....

(BASE PLUS 15%)

PROVISIONAL	35,024	111	47,928	50,328	52,752	55,308	58,068	60,960	63,741	66,648	69,687	72,864	75,937
INITIAL	32,784	11	43,584	47,928	50,328	52,752	55,308	58,068	60,960	63,741	66,648	69,687	72,864
		1	41,544	45,696	47,928	50,328	52,752	55,308	58,068	60,960	63,741	66,648	69,687

.....

(BASE PLUS 30%)

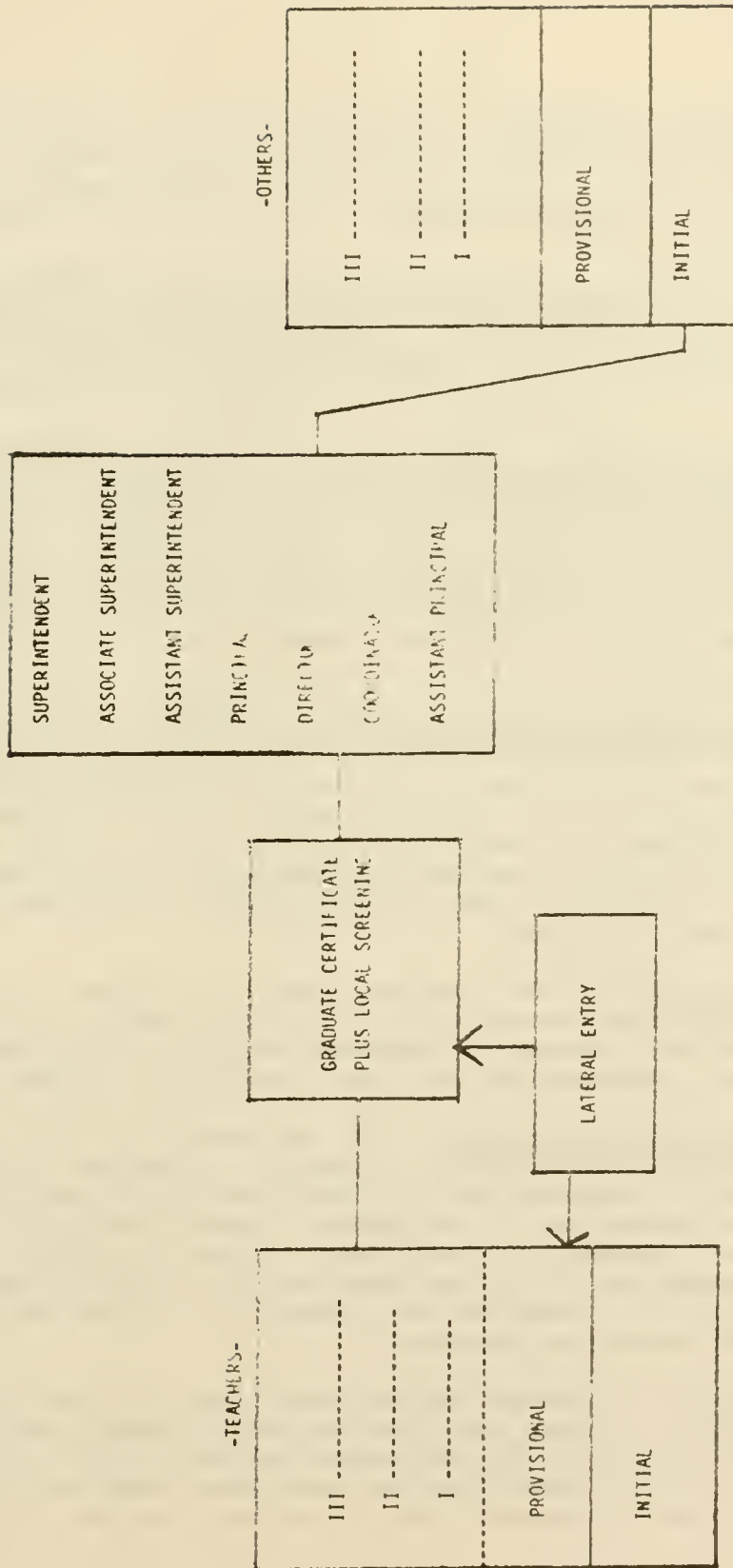
PROVISIONAL	41,544	111	55,308	58,068	60,960	63,741	66,648	69,687	72,864	75,937	79,265	82,681	86,242
INITIAL	37,716	11	50,238	55,308	58,068	60,960	63,741	66,648	69,687	72,864	75,937	79,265	82,681
		1	47,928	52,752	55,308	58,068	60,960	63,741	66,648	69,687	72,864	75,937	79,265

NOTE:

ADDITIONAL SALARY WILL BE ADDED FOR SIZE OF SCHOOL UNIT AS FOLLOWS:

UP TO	5,000	- BASE ONLY
5,001 - 10,000	-	- BASE PLUS 5%
10,001 - 15,000	-	" " 10%
15,001 - 20,000	-	" " 15%
20,001 - 25,000	-	" " 20%
25,001 - 30,000	-	" " 25%
ABOVE - 30,000	-	" " 30%

Career Development Track



Definition of Terms

LEA -- The Local Education Agency. The legally constituted local school administrative unit.

PAS -- The Performance Appraisal System. The statewide system of annual review and evaluation of every professional public school employee. Requires use of state-adopted standards and criteria. Separate criteria have been adopted for every certificated position. Others are currently being developed. PAS was mandated in 1980.

QAP -- The Quality Assurance Program. A program requiring new standards and guidelines for teacher education institutions to assure high quality candidates for teacher education programs, assurance of specific teaching competencies, and a two-year period of time during which the initially certified persons continue to develop professionally and demonstrate teaching performance. A beginning teacher program will be put in operation to support the new teacher. QAP development efforts were initiated in 1978.

CEU -- Continuing Education Units. Units of credit used for renewal of certificate. May consist of hours of college credit or comparable experiences gained in other ways. One hour of CEU credit represents 10 hours of such experience. In the North Carolina Career Development Plan, CEUs will be accepted for certificate renewal and for advancement in career status. Efforts are underway to strengthen the staff development process to assure that these comparable experiences are appropriate and worthwhile for each individual.

Staff Development -- The program which provides continuing professional growth experiences for staff utilizing both state and local funds. Efforts are underway to increase funding and to assure even stronger and more comprehensive local staff development programs.

Initial/Continuing Certificate -- The QAP model will cause change in the way certificates are issued to graduates of approved programs of teacher education. Graduates will be issued an initial, non-renewable, certificate upon completion of an approved teacher education program. This certificate becomes a continuing, renewable, certificate upon satisfactory completion of a two year initial teaching experience. Extensive supervision, evaluation and support is provided during this period to assure adequate performance.

Mentor Teacher -- A mentor teacher holds Career Status II or III; holds or qualifies to hold certification as a "mentor teacher" and evidences better than satisfactory annual evaluations on performance appraisal criteria. The mentor teacher supervises, observes, evaluates, and supports student teachers, and/or teachers holding Initial or

Probationary status. The mentor teacher participates in professional support team activities, assists in the development of professional improvement programs for initially certified teachers and may serve on school-based review panels to assess eligibility of other teachers for career status.

Elective Option -- Under the provision of the North Carolina Career Development Plan, teachers who are currently employed will have the option to participate. Those who elect not to participate will be subject to the system existing at that time. Teachers employed after the date of implementation will not have this option.

Extra Responsibilities/Extended Employment -- Under this plan, teachers having career status may be assigned extra responsibilities. These will be established by the LEA which will determine the local needs and establish the appropriateness of these duties for Career Status I, II, and III teachers. It is possible for a Status II teacher to work 11 months. Eleven or 12 months employment will be an option for those in Status III.

Released Time/Job Sharing -- An opportunity for teachers to share responsibility for classrooms during different parts of the day. Teachers on released time will be able to complete other duties without leaving classes unattended.

1984 Legislation

Features of the North Carolina Teacher Career Development Plan are compared with provisions of House Bills 1496 and 1567.

House Bill 1496, the main appropriations act, included the following provision:

"PART III. -- SPECIAL PROVISIONS

Sec. 4. (a) The State Board of Education shall develop a career growth program for teachers designed to give teachers increasing responsibility, recognition and pay as they gain experience and professional ability. The program shall provide a series of salary classifications based on an individual's initiative and desire to increase his professional abilities and his success in doing so. The program shall provide for annual methods of examination of teachers with peer participation in the review, opportunities to correct deficiencies, and dismissal of teachers who after ample opportunities cannot or will not perform. Peers participating in the review shall not live in the same local school administrative unit as the teacher reviewed. The State Board shall devise methods and instruments of evaluation that will determine what levels of performance, effort and ability and what accomplishments warrant different salary classifications and at what point failure to rehire a nontenured teacher or dismissal or demotion of a tenured teacher is appropriate.

The NC Career Development Plan provides a series of salary classifications based on performance, professional growth and experience. Advancement on the ladder is required at Level I and is self-initiated at higher levels. Recommendations for advancement are made by a team of reviewers including peers who in small systems should not reside in the LEA. Some flexibility is needed to allow larger LEAs to use peers who do reside in the LEA, but are not known to the person being examined. At the present time, each teacher is reviewed annually using a set of state-adopted criteria for performance by the principal (or designee). The plan does not require annual examinations for purposes of career status recommendations. Evaluations for performance require that a performance improvement plan be developed cooperatively by the evaluator and evaluatee to address the deficiencies which were noted. Dismissal can be recommended for teachers who, after ample opportunity, cannot or will not perform.

The State Board of Education shall also develop a career growth program for principals and other certified school administrators designed to give principals and other school administrators clear opportunities for advancement, recognition and increased pay if they demonstrate high effectiveness as instructional leaders and school managers. The program shall provide a series of salary classifications based on an individual's initiative and desire to increase his professional abilities and his success in doing so. The program shall provide for annual examinations by other administrators and the people he supervises, opportunities to correct deficiencies, and dismissal or reassignment of employees who after ample opportunity cannot or will not perform. The State Board shall devise methods and instruments of evaluation that will determine what levels of performance, effort and ability and what accomplishments warrant different salary classifications and at what point dismissal or reassignment of a principal or other administrator is appropriate.

The preliminary draft of the career growth program for principals and other certified school administrators also provides career ladder steps based on performance, professional growth and experience. Each of these persons is now reviewed annually by a superior, using a state-adopted set of performance standards for the purpose of improving performance. The plan will require review by other administrators and the people he supervised for the purpose of making recommendations for career status. The plan will indicate levels of performance, professional growth and experience required for advancement and the expectations which will be established to maintain each level of career status. These expectations will include levels of effectiveness both as instructional leaders and school managers.

(b) The State Board of Education shall submit to the Education Policy Council, on or before November 1, 1984, a preliminary report on the career growth pilot programs it has developed pursuant to subsection (a) of this section. No later than five days after the convening date of the 1985 General Assembly, the State Board shall submit a report for the approval of the General Assembly on the career growth pilot programs it has developed pursuant to subsection (a) of this section to the President of the Senate, the Speaker of the House, the President Pro Tempore of the Senate, the Speaker Pro Tempore of the House, the Majority Leader of the Senate and the Chairmen of the Base and Expansion Appropriations Committees of the Senate and the House.

(c) The General Assembly finds that it is essential to attract and retain the best people in teaching and in school administration. A system that is perceived to offer low wages, lifetime contracts, little real evaluation and no extra pay for outstanding performance cannot do that; therefore, the General Assembly directs the State Board of

Education to implement the programs it develops, as approved by the General Assembly, pursuant to subsection (a) of this section by July 1, 1986. Any statutes that would prevent the State Board from doing so are repealed to the extent they conflict with this section. It is the intent of the General Assembly to make all future salary increments to teachers and principals and other certified school administrators an integral part of the career growth programs; therefore, no funds for annual increments, cost-of-living increases, or other salary increments for teachers shall be appropriated for certificated personnel of the public schools until these pilot career development programs are implemented."

The North Carolina Career Development Plan for teachers, principals and other certified personnel will be in place by July 1, 1986. The provision in the plan requiring a total of four years before reaching career status conflicts with the Fair Employment and Dismissal Act provision of three years. The entry level salary of \$15,680 is the level established for Grade 68, Step 0. The pilot programs will be in operation in sixteen LEAs by August 1, 1985.

House Bill 1567: AN ACT TO ENACT THE ELEMENTARY AND SECONDARY SCHOOL REFORM ACT OF 1984.

"The General Assembly of North Carolina enacts:

Section 1. This act may be referred to as the "Elementary and Secondary School Reform Act of 1984."

Sec. 4. G.S. 115C-284 is amended by adding a new subsection to read:

"(d1) It is the policy of the State of North Carolina that, subsequent to the adoption of a system of classroom teacher differentiation and prerequisites to candidacy for principal, a classroom teacher must have attained at least the second level of differentiation, have at least four years of classroom teaching experience, and possess, at least, a Masters Degree in Education Administration. This subsection shall not apply to educational personnel certified as of July 1, 1984."

The plan for principals requires the master degree in education administration and a minimum of four years of classroom teaching experience before the person is allowed entry into a one year residency experience. This residency is the entry level initial experience for both administrators and supervisors and is part of a quality assurance component.

Sec. 5. The State Board of Education shall develop and recommend to the General Assembly by March 1, 1986, a quality assurance program for all administrators, similar to the programs for beginning and experienced teachers, in order to provide principals and superintendents with opportunities to develop effective management skills. In the development of this recommendation, the State Board of Education shall consult with local boards of education, on a continuous and systematic basis, through a process designed by the State Board, to assure participation on the part of a number of local boards of various sizes throughout the State. In addition, the State Board shall consult with and/or employ such public and private agencies, organizations and professional organizations as it deems necessary to accomplish this policy.

A committee consisting of members of local Boards of Education, LEA and State Department Personnel, representatives of higher education, public and private agencies and professional organizations has been formed. A Quality Assurance Program having pre-service and inservice components will be developed by this group prior to March 1, 1986.

Sec. 6. G.S. 115C-296 is amended by designating the present section as subsection (a) and adding the following subsections (b) and (c) to read:

"(b) It is the policy of the State of North Carolina to maintain the highest quality teacher education programs in order to enhance the competence of professional personnel certified in North Carolina. To the end that teacher preparation programs are upgraded to reflect a more rigorous course of study, the State Board of Education shall submit to the General Assembly not later than November 1, 1984, a plan to promote this policy. The State Board of Education, as lead agency in coordination and cooperation with the University Board of Governors, the Board of Community Colleges and such other public and private agencies as are necessary, shall continue to refine the several certification requirements, standards for approval of institutions of teacher education, standards for institution-based innovative and experimental programs, standards for implementing consortium-based teacher education, and standards for improved efficiencies in the administration of the approved programs.

The Quality Assurance Program now in effect addresses most of these concerns and involves a number of these groups. The Program Approval/Quality Assurance section will expand their work to include these provisions.

(c) It is the policy of the State of North Carolina to encourage lateral entry into the profession of teaching by skilled individuals from the private sector. To this end, before the 1985-86 school year begins,

the State Board of Education shall develop criteria and procedures to accomplish the employment of such individuals as classroom teachers. Regardless of credentials or competence, no one shall begin teaching above the middle level of differentiation. Skilled individuals who choose to enter the profession of teaching laterally may be granted a provisional teaching certificate for no more than five years and shall be required to obtain certification before contracting for a sixth year of service with any local administrative unit in this State."

Lateral entry is a component of the career growth programs for teachers, principals and other administrators, specific guidelines and requirements will be developed, piloted, and refined by July 1, 1986.

Sec. 8. G.S. 115C-302 is amended by adding a new subsection (e) to read:

"(e) It is the policy of the State of North Carolina to enhance the teaching profession by providing teachers with career opportunities that do not remove them from the classroom; to encourage the development and implementation of a professional salary schedule that complements the system of differentiation; to have salaries of professional educators in elementary and secondary schools based upon performance, degree attained, differentiation and the needs of the local school administrative unit; and to begin, in the school year beginning in 1986, a differential salary system based upon performance, differentiation, local availability of classroom teachers, geographical location of the employing local school administrative unit and such other factors as the local board of education shall deem necessary.

The Plan bases salaries on levels of performance, continuous professional growth and experience. Although the plan does not require out of class responsibilities, some teachers will have opportunities for additional pay. Career status decisions are local decisions. LEAs can establish local factors.

Performance shall be measured by standardized evaluations which are routinely administered pursuant to G.S. 115C-326 by competent and trained administrators who have themselves demonstrated meritorious performance in the classroom. Differentiation shall be based upon superior performance over a period of time plus other responsibilities. Needs of the local school administrative unit over and above the standard course of study shall be defined by the local board of education exclusively funded from revenues provided at the discretion of the board of county commissioners or from other local funds under the control of the local board of education.

Teachers presently are evaluated annually by administrators who utilize state-adopted performance standards. Each LEA has had training in the use of these standards. Work continues to refine these criteria, the process, and to train evaluators. The plan will assure that those who evaluate shall have been better than satisfactory teachers.

Each salary may include a local variable component, determined locally and based upon the needs and condition of the local school administrative unit. This local variable component shall be paid from local revenue."

Although the plan suggests that LEAs develop other, additional, forms of recognition, it does not address the use of local funds.

Sec. 10. G.S. 115C-326 is amended by adding a new subsection (c) to read:

"(c) The State Board of Education shall recommend to the General Assembly by December 1, 1986, a program to remedy deficiencies and difficulties revealed through the evaluation process required by this section and to develop new skills on the part of classroom teachers."

Studies continue underway to expand and strengthen the use of the performance improvement plan as part of the annual evaluation process and the opportunities for inservice and staff development.

Sec. 11. Part 3, of Article 22 of Chapter 115C of the General Statutes is amended by adding a new section to read:

"115C-326.1. Differentiation of classroom teachers.

(a) It is the policy of the State of North Carolina to encourage differentiation of classroom teachers. The State Board of Education shall consult with local boards of education, on a continuous and systematic basis through a process designed by the State Board to assure participation on the part of a number of local boards of various sizes throughout the State. In addition, the State Board shall consult with such other public and private agencies, organizations and professional organizations as it deems necessary to accomplish this policy. After the consultation process, the State Board shall adopt a policy defining at least five categories of differentiated staffing for classroom teachers.

These groups are already involved and will continue to provide input and reactions as the career growth program develops. The plan now requires five levels of differentiation.

The State Board may pilot test this career growth program for classroom teachers in at least one school administrative unit in each of the eight educational districts of the State during the 1985-86 school year and shall recommend a system of differentiation to be applied consistently throughout the State beginning in the 1986-87 school year. This recommendation shall be submitted to the General Assembly on or before March 1, 1986.

Plans are underway to pilot these programs in at least sixteen LEAs, two from each educational region. Preparations are currently being made for the 1985-86 field test and for the awareness and training of all LEAs.

(b) Criteria for differentiation shall include performance and may include such other criteria as the State Board of Education deems necessary; such as degree obtained, number of subjects taught, number of classes taught, number of students taught in a school day and time in service.

The plan assesses levels of performance as the prime criteria, and considers professional growth, degrees, and experience for making recommendations for status.

(c) The State Board of Education, after consultation with local boards of education, shall develop such personnel policies as are required to ensure a coherent progression through the system of differentiation by those classroom teachers who elect to participate in the system of differentiation. The State Board shall develop personnel policies which prevent imbalances at any level of differentiation. If there is evidence of an imbalance or abnormality in the distribution of performance evaluations administered pursuant to G.S. 115C-326 and/or classroom teacher differentiations created and administered pursuant to this section, the State Board of Education shall be empowered to review performance evaluation and staffing pattern of a local school administrative unit to ensure reasonable distribution of performance evaluations and classroom teacher differentiations.

The plan requires step-by-step progression through the levels of status. Studies will have to be conducted to establish what would be a reasonable distribution of evaluations and differentiations before developing procedures to prevent imbalances.

(d) The State Board of Education shall give consideration to methods of enhancing the quality of continuing education programs for currently certified teachers, and may include a sabbatical leave for professional improvement.

Sabbaticals are recommended in the plan, 70% pay at the end of the 12th year, or 100% at the end of the 14th year. Purposes

shall be for professional improvement. Efforts must be made to enhance the quality of continuing education programs.

(e) Notwithstanding the above, teachers employed under the system of employment for public school teachers, G.S. 115C-325, in effect prior to ratification of this act, shall be afforded the opportunity to elect to continue under the system of employment provided in G.S. 115C-325 and continuing under the salary schedule in existence at that time. They shall have the alternative of electing to change their conditions of employment to come within the system outlined in this section. This election shall be made on or before signing employment contracts for the 1987-88 school year. Employees whose initial contracts are for the 1986-87 or subsequent school years shall be employed under the employment system contained in this section."

The plan does allow currently employed teachers to elect to participate in the new program. Those employed after July 1, 1986 will not have this option.

PUBLIC SCHOOLS EXPANSION AND IMPROVEMENT FUNDS,
SHORT SESSION, JUNE - JULY 1984

1984-85
(millions)

I. Governor's Commission on Education
and Economic Growth

1. Salary Increases

-- 10% noncertified personnel	\$ 23.213
-- 14.8% certified personnel	173.371
-- State Department (State employees) 10%	<u>1.562</u>
	\$198.146

2. New or expanded school programs:

a. Develop competency-based curriculum and tests	2.147
b. Teacher evaluation	.015
c. Staff development-certified personnel	1.364
d. Math/science improvements	
-- extended employment 550 teachers	1.167
-- new instructional equipment	5.447
e. Scholarships for top high school students interested in a teaching career	.400
f. Reduce class size grades 4-6 from 1:30 to 1:26	31.099
g. Student information system and automated record-keeping	.800
h. Vocational education equipment	2.609
i. High school textbooks	2.003
j. microcomputer labs grades 7-12	5.321
k. Technical assistance to schools for computer labs	.375
l. Community schools programs (add 9 to complete in all schools)	.740
m. Quality Assurance Program for all administrators	.075
n. Exceptional children's programs	4.100

3. Other Governor's Commission items strengthening schools through the University of North Carolina:

a. Offices for Rural Education at East Carolina and Western Carolina Universities	.100
b. Principals Management Institute at UNC-Chapel Hill	.374

1984-85
(millions)

c. UNC Math/Science Network to train and retrain teachers	<u>.590</u>
Subtotal Other	1.064
TOTAL EXPANSION - GOVERNOR'S COMMISSION	\$256.875

II. Legislative Initiatives

1. Enrollment increases	\$ 6.443
2. Extended Day/Year pilot projects in 2 LEAs	2.200
3. School energy costs	1.500
4. Vocational education pilot projects- Grades 7-8	2.363
5. Vocational education - pick up local match	1.013
6. Sports medicine in high schools	.025
7. Maintenance supervisors; full funding for one per LEA	2.562
8. School bus replacements	6.200
9. Health coordinators adds 16 for a total of 32	.486
10. Summer math/science programs for academically talented high schools juniors and seniors	<u>1.150</u>
Subtotal Legislature	\$ 23.941

III. GRAND TOTAL PUBLIC SCHOOLS EXPANSION AND IMPROVEMENTS	<u>\$280.816</u>
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APPENDIX H

The BASIC EDUCATION PROGRAM
For North Carolina's Public Schools

North Carolina State Board of Education
Raleigh, North Carolina

Proposed to
The North Carolina General Assembly
October 15, 1984

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THE BASIC EDUCATION PROGRAM

I. Introduction

The basic education program for the State of North Carolina is just that: basic. The pages that follow describe what those programs are, what their purpose is, and what they consist of. Because this program is basic, it does not describe an ideal education program. Rather, it attempts to describe a program of instruction which is fundamentally complete and which would give the student a thorough grounding in these areas: the arts, communication, media and computer skills, second languages, healthful living, mathematics, science, social studies, and vocational education.

The premise that there is a common core of knowledge and skills which every child ought to command when he or she graduates from high school is essential to the concept of a basic education program. As defined, a basic education program is not one dimensional. Indeed, it must address all aspects of a child's development, from kindergarten through high school, or else it cannot properly be termed basic. The arts, for example, are an essential part of the basic program--as essential, for instance, as mathematics or second languages are to the development of well-rounded citizens.

Another distinguishing feature of the basic education program is that it does not encourage learning in the content areas (such as mathematics and social studies) at the expense of instruction in areas such as library skills, which enable students to continue learning after their classroom days have ended. It is said that man's knowledge about the world in which we live roughly doubles every ten years. The child who is ill-equipped to continue learning after his or her formal education has ended will be far less able to adapt to changes at home and in the workplace.

Each of the following sections briefly describes the purpose of each component, the arts, social studies, etc., and outline the content sequence and learning outcomes for each of four grade spans: K-3, 4-6, 7-8, and 9-12. These grade spans were chosen because they conform to the most commonly accepted patterns of cognitive child development. The course of study outlined is a continuum, however, and the knowledge and skills imparted in each grade level build upon and reinforce what has previously been taught.

The program also includes--as it must, if it is to be successful--support services, such as guidance and psychological services; promotion standards; special programs, such as in-school suspension and compensatory education; programs for exceptional children; equipment and material needs; staffing ratios; and facilities standards.

11. The Curriculum

Purposes of the Basic Curriculum

The primary purposes of the basic curriculum are (1) to help students become responsible, productive citizens and (2) to help students achieve a sense of personal fulfillment. While it is sometimes difficult to separate which specific competencies a student must develop to become a responsible, productive citizen from those competencies a student must develop to achieve a sense of personal fulfillment, it is clear that there are competencies which a student must develop in order to meet both of these purposes.

Students must develop the specific competencies needed to gain employment or continue their education. These competencies include thinking and reasoning skills, media and computer skills, and the basic content knowledge provided within a core curriculum (arts education, communication skills, healthful living, mathematics, science, social studies, and vocational education).

To succeed in an ever-changing society, our children will need to develop the ability to maintain a positive attitude toward oneself, a sense of independence and responsibility for oneself, a positive attitude toward others including those who come from different cultures, a respect for the rights of others, a sensitivity to others needs and feelings, a sense of responsibility to others, a willingness to cooperate with others in working toward a common goal, and the ability to understand and cope with a constantly changing society.

In order to help students develop these competencies and become responsible, productive citizens who have a sense of personal fulfillment, the basic curriculum has been founded on commonly accepted principles of learning. First among these principles is the importance of integrating the curriculum--of emphasizing the understanding of concepts and processes over the mere acquisition of isolated facts. Stressing the mastery of integrated knowledge helps students (1) to move from what is known to an understanding of the unknown, (2) to see relationships and patterns and to begin to make generalizations, (3) to understand the interrelatedness of the subject areas and skills areas, and (4) to achieve a more immediate success with learning. An integrated curriculum helps students learn how to learn.

A second principle considered in the development of the basic curriculum is that learners are more likely to attempt those tasks at which they feel they can succeed, and which are relevant to their lives. If students are to be successful in school and if they are to pursue life-long learning, they must see learning as fulfilling and worthwhile. The basic curriculum is, therefore, a program of continuous learning based upon the individual student's needs, interests, and stages of development. The curriculum provides opportunities for the student (1) to develop self expression, (2) to learn to communicate effectively, (3) to maintain and develop both physical and emotional health, (4) to choose among curriculum electives, and (5) to become an active participant in

the learning process. The basic program emphasizes the importance of personalizing the curriculum and helping each student to reach his or her maximum potential.

The basic curriculum represents only the minimum program which should be provided for all children in North Carolina. The following subject area descriptions and program descriptions include the basic curriculum and suggest what would be desirable in going beyond the basic curriculum. These descriptions are summaries of a detailed competency-based curriculum (in the process of being developed) directed toward helping students to achieve responsible, productive citizenship and personal fulfillment. As the curriculum itself changes to meet the needs of a changing world, the State Board of Education will modify or expand, as necessary, the Basic Education Program. Unless noted otherwise, the appropriate class size in grades K-3 is 23; for grades 4-12, 26.

Thinking and Reasoning Skills

To become productive, responsible citizens and to achieve a sense of personal fulfillment, students must develop their ability to think and reason. In order to think critically, students must develop their memory and the other skills that will enable them to translate, interpret, apply, analyze, synthesize, and evaluate information. Instruction in these skills occurs in every area of the curriculum throughout the school day. Students are helped to apply these skills to situations inside and outside the school.

The most basic thinking skills are memory and translation. Memory is the ability to remember specific facts or information, such as names, dates, events, or rules. Translation means that a student is able to recall information and to understand and express it in his or her own words.

Remembering or restating isolated facts does not necessarily require a student to reason. Students demonstrate that ability by interpreting information, applying what they learn in one situation to another, and analyzing information. A student might demonstrate the ability to interpret information by comparing two or more objects, or by explaining why a classroom rule was established. He or she might demonstrate the ability to apply information by explaining how the principle of representative government applies to the election of officers to the student council. A student who reads a newspaper editorial and is able to distinguish fact from opinion, point out unstated assumptions, and recognize bias would be demonstrating skills of analysis.

Students use skills of synthesis to create something unique or new to them. Synthesis is often equated to creativity. Composing a song, building a model house, or formulating a hypothesis for a science experiment are examples of this skill. Evaluation is making judgments based on facts or criteria, as opposed to forming opinions, which are subjective. Students serving as jurors during a mock trial use evaluative skills to pass judgment based on the evidence and testimony

presented. Students critiquing one another's writing using conventions of grammar and style are also using evaluative skills.

Instruction in thinking and reasoning skills is not a separate subject, but rather a part of every area of the basic curriculum. Students learn to use them and to apply them in each subject area at every grade level. By developing thinking and reasoning skills, students learn how to learn and can continue their education once their formal schooling has ended.

Grades K-3

Arts

Active involvement in the variety of art media develops sensory perception which sensitizes the child to the physical environment, enabling him or her to see, feel and comprehend color, form, line and texture. Through heightened awareness, the child comes to value, use and derive pleasure from sight and touch. Direct personal experiences with art media develop skills that enable the child to communicate in visual form his or her ideas, images, symbols, personality and feelings. As the child is involved in viewing, discussing and analyzing art works, he or she formulates understanding and criteria for making judgments related to form, content, techniques and purpose. Awareness of artistic accomplishments of various cultures of the world enables the child to comprehend the place of art in relation to that culture and its meaning in the lives of people.

Dance, as a way of perceiving, understanding, responding and creating is developed within the child through the exploration of the component elements of dance. Exploring ways of using time, space and energy are basic to the child's discovery of the movement potential of the various body parts, to finding movement in natural phenomena, to interpreting sounds and forces, to rhythmical responses and to organizing and developing sequence and pattern. Arrangements are made for the individual to work alone, making his or her own spaces as well as activities which require group interaction, organization, and responses. These experiences help to shape an awareness of dance as a way of being.

The creative, cognitive and aesthetic emphases are approached in drama through various avenues and the innate dramatic skills of the child are fostered and refined. Events which take place in the home provide prime acting situations for the young child, while school occurrences and stories read in class serve to expand the repertory. Creative dramatics, (acting-out and pantomime) is used as a teaching tool in all subject areas. Natural talents for pantomime and simple storytelling are sharpened at this point and directed toward transmitting to others with skill and confidence the characteristics and feelings of familiar animals and people. Simple shadow and sock puppetry is presented. The entire scope of the program leads to the development of observation and the capacity to work together.

Among the many areas of music with which a child is involved are the development of the singing voice, the ability to match pitches and the control of the voice as to soft and loud, starting and stopping; the ability to listen to music and to respond to it; the development of a rhythmic sense and the control and coordination of muscular responses and the ability to express music through use of instruments, working in cooperation with peers. In all of the music experiences, the child is helped to become aware of the elements of music and their importance in making it real to him or her. Melody, rhythm, harmony, form, timbre and dynamics--the basic elements of music help the child to shape a consciousness of the reality and power of music. Finally, the child is aided in developing an expanding body of music literature of all types, past and present, which are familiar and meaningful. All of these developments in conjunction with a growing ability to read the printed score combine to provide for the child the beginnings of a capacity to bring music into himself or herself and to produce it for others so that the reality of it can become a part of himself or herself.

Communication Skills

The program of these early years is framed on the basis of a firm understanding of human development and learning principles. It is child centered with multi-sensory experiences that have meaning for young children and extend their awareness and understanding of the world around them through an interdisciplinary curriculum approach. It includes a variety of forms of written and oral expression which are accounts of personal and group experience, i.e. conversational group discussion, experience, stories, games, and play activities.

At this early stage in learning the focus of the instructional program in communication skills is on encouraging students to view themselves as successful users of the language. Opportunities are provided for them to:

- . be involved in successful learning experiences
- . interact with others
- . make choices
- . be involved in planning and evaluation
- . work independently, in small groups, and in large groups
- . participate in problem solving and firsthand experiences as a basis for language skill development
- . read and listen to a rich selection of children's literature
- . develop writing skills through participation in prewriting, writing, and rewriting experiences
- . record personal experiences and activities by writing or dictating
- . express ideas, thoughts, and feelings in a variety of ways: speaking, writing, art, music, and dramatics
- . be involved in activities with print and non-print media in realistic situations

As a result of their instruction, students should be able to demonstrate the following skills in reading, writing, and speaking:

Reading

- . recognize basic sight words
- . identify words by applying structural analysis and phonetics
- . comprehend literally, interpretively, and critically what is read
- . read with enjoyment

Writing

- . write complete sentences
- . use upper and lower case letters conventionally
- . spell, punctuate, and capitalize conventionally
- . write legibly

Speaking

- . pronounce words properly and enunciate clearly
- . ask and answer questions, give directions and information, and express ideas and feelings appropriately and with clarity

Listening

- . hear differences between and among sounds
- . listen to a story/directions and relate events/follow directions in sequence

Viewing

- . perceive likenesses and differences between and among objects

Healthful Living

The important elements of health education at this level focus on: (1) learning about our own bodies--what the parts are, what they do, and why our bodies are important to us; (2) becoming aware of feelings, what they are called, and accepting their existence; (3) understanding relationships with other people, especially families and classmates; (4) comprehending what illness is and understanding that illness has causes; (5) learning the importance of nutrition, rest, exercise, sleep, disease-causing organisms; (6) assuming a portion of the responsibility for one's own health and safety; and (7) recognizing that healthful living contributes to a satisfying life.

The physical education program for students at the K-3 level emphasizes fundamental motor skills, dance, gymnastics, games, and fitness activities.

At this age, children are taught fire safety and other rules and regulations necessary for their safety and the safety of others. Lessons include traffic, home, school, work, and recreational safety.

Mathematics

In grades K-3, students should have opportunities to participate in activities conducive to developing mathematical concepts. All early ideas of mathematics grow out of noting what happens in the world of objects. Logical reasoning ability develops through actual manipulation of objects. Thus, the major emphases at these grade levels should be placed on:

- . activities which involve students in exploring spatial relationships in the world around them
- . manipulation of real objects which give meaning to numbers
- . exploration which leads to discovery of number relationships
- . experimentation which enables students to put numbers together and to separate them to solve problems using what has been learned about numbers

Educationally sound use of computers and calculators will enhance and enrich the mathematics program at these grade levels.

Media and Computer Skills

At this early level, students become familiar with the library--in some schools, media centers--and are able to assist with simple, routine tasks. Students learn fundamental library terminology and to choose, borrow, use, and return books and equipment. Learning how to use the library helps to develop communication skills, and teaches students to get along with and to respect the rights of others. Students learn to appreciate the forms of literature--nursery rhymes, fairy tales, for example--through literary experiences offered in the media program.

Even at this relatively young age, many students are able to learn fairly sophisticated computer skills. Students learn to describe the computer as a problem-solving machine and to recognize and be familiar with computer terminology and computer parts. Students gain experience in loading and running programs on microcomputers and can use introductory commands of a computer language to create and control computer shapes or a program output. The emphasis is on relating the use of computers to all subject areas. As students acquire computer skills, they begin to learn the limitations and capabilities of computers and their daily uses.

Science

Emphasis at this level is placed on providing manipulative "hands-on" experiences for each child. Such experiences provide opportunity for the use and development of science skills and lead gradually to the understanding of basic science and environmental concepts. Coming in contact with and interacting with objects and observing events are most important. With these children, process is more important than a correct answer or a finished product. A balanced

program is provided by placing emphasis on the concepts related to each of the broad areas of science--biological, physical, earth-space. In selecting and planning experiences, careful attention is given to the physical and intellectual development of each child. Science at this level should always be a fun and "doing" experience.

Second Languages

Second language learning at this level emphasizes the listening and speaking skills through activities which reflect the needs, abilities, and interests of students in this age group. Children learn to talk about their immediate environment while beginning to develop an awareness of another culture. The basic program contemplates instruction in one second language.

Social Studies

The social studies program at the primary and early childhood level focuses on the expanding horizons of the young child as students inquire into physical and social environments as a way of developing positive concepts of self and others. The program is an active one: the way in which children learn at this level is as important as, and may determine, what children learn.

The program explores the widening social world of the child and his or her relationship with others in home, school, neighborhood, and community. This exploration has a "near-and-far" emphasis as well: children in studying the neighborhood, for instance, examine their own neighborhood and compare and contrast it to other neighborhoods in different times and places. Such "near-and-far" study helps students to better understand their own familiar environments as they examine the close-at-hand with environments and people unfamiliar to them.

As they study people, families and homes, schools, neighborhoods, and communities, students become aware of the interdependence in each of these social arrangements. They learn the roles and functions of family members and school, neighborhood, and community workers; and they learn how individuals, homes, and communities change over time.

As a result of the program at this level students should:

- . grow in self-reliance (in their ability to learn independently and take responsibility for their own actions)
- . become more sensitive to and accept the feelings of others
- . learn to read, follow, and interpret simple maps, globes, charts, and graphs
- . be able to recognize problems which are real to them and will be able to suggest ways of solving them
- . be able to locate and gather information pertinent to social studies at their level, to analyze this information, and to draw conclusions from it
- . begin to understand the concepts of interdependence, responsibility, and individual worth

Grades 4-6

Arts

At this level, personal experiences are translated in visual form from which the child can discover clues about himself or herself. Active involvement is encouraged in a variety of art media, such as drawing, painting, sculpture, graphics, ceramics, crafts, etc. Through the use of art materials such as crayons, paints, drawing instruments, inks, clay, etc., the child further develops his visual-communicative skills and derives satisfaction from demonstrating his ideas, images, symbols, personality and feelings; i.e., the construction of a visual interpretation of personal experience. The child continues to formulate his own understandings and criteria for making judgments related to form, content, techniques and purpose through involvement in viewing, discussing and analyzing art works.

With dance, the creative, cognitive and aesthetic emphases are developed through more refined uses of time, space and energy. Further development of motor skills, sense of timing, pattern and sequence allows the child to compose simple individual and group dances. The child's experience with dance literature is broadened with exposure to stories about dances and the history of dance, such as those relating to classic, ethnic, country and folk dance. More attention is given to music which accompanies these dances.

In drama, simple research projects are introduced to enable students to act out and convey successfully ideas learned from assigned reading in all subjects. More elaborate puppetry and masks are utilized. The ability to sort out, understand and convey to others, through voice, movement and facial expression, ideas and conceptions of a wide variety of events and stories is nurtured through practice.

The singing voice acquires a wide range and greater control and part-singing is introduced and developed. Rhythmic senses are sharpened through instrumental experience, through movement and through responses to increasingly more complex rhythms. Solo and ensemble experiences contribute to this development. Study of the elements of music continues here to develop basic and workable concepts of each element. Concepts of form and tone color, for example, now become more sharply defined. The child's experiences with music literature become increasingly broader to include, in addition to the songs in basic textbooks, other types of music, such as music of historical periods, classic and ethnic musics, popular music and contemporary expressions, such as electronic and chance music. Development of skills in reading the printed score is emphasized at this time in both vocal and instrumental applications. Melody flute, recorder, wind, percussion and stringed instrument study are appropriate at this time.

Communication Skills

Continuing the development of communication processes begun at the primary level is critical in the middle grades. Reading, writing,

speaking, listening, and viewing are integrated into the total program in grades 4-6. Concrete, active learning experiences occur in independent and group situations which promote decision-making, peer rapport, cooperation, and responsibility. These experiences develop proficient readers, fluent writers, clear speakers, active listeners, and critical viewers.

Reading

The reading process in grades 4-6 continues to build upon the K-3 reading experience. Students are ready for refinement, extension, and application of the reading skills previously acquired. Not all students approach this level of learning from the same developmental point or with the same degree of reading ability; therefore, programs of instruction must be designed for the varying degrees of development.

Reading is essentially a complex organization of higher mental processes, including evaluating, imagining, reasoning, drawing conclusions, and problem solving. Specific skills development includes increased content area vocabulary, use of structural analysis, and refinement in interpreting context clues. All levels of comprehension--literal, interpretive, and critical--are addressed. Refinement in the application of study skills and a broadening appreciation for literature complete the reading program.

Writing

Oral and written expression evolves from real life experiences or inner feelings of students. Writing is generated as the student responds to activities and experiences that occur in the classroom and non-school environment. For the writing process to develop and expand, it is necessary to allow the student to write in an environment which encourages the use of these experiences. The opportunity to write for a real audience and from the context of actual involvement is crucial to the writing process. Writing that has a main idea, an appropriate and consistent point of view, and an appropriate beginning, middle, and ending is stressed. Instruction in conventional usage, grammar, spelling, punctuation, and capitalization continues, as does instruction in handwriting, with students moving from manuscript to cursive writing.

Speaking

Good speaking is a key factor in success. Ideas and feelings are expressed by pronouncing words clearly, by controlling the voice, and by using clear, vivid, and exact language. Appropriate eye contact, body movements, and facial expressions are emphasized at the 4-6 level.

Students are able to use speech to ask and answer questions, to express feelings, attitudes, and opinions, to entertain and

give pleasure, to display courtesy, and to conform to social customs. Speaking ability is enhanced by engaging in task-related problem solving and group discussions. Students actively participate in group discussions, speak extemporaneously, plan and give speeches, and participate in drama. Emphasis is given to purpose, clarity, organization, and sensitivity to audiences.

Listening

Listening is an integral part of the curriculum. It involves the ability to focus on something that is heard. Students have to listen in order to follow directions, interpret data, predict outcomes, classify, summarize and consolidate information. They listen critically for fact, fiction, opinion, bias, propaganda, and inference, to draw conclusions, and to make judgments about content. By listening creatively, students construct sensory images, develop solutions to problems, and formulate new ideas.

In addition to responding to standard speech situations, listening involves receiving and responding to non-speech sounds. It requires that ample time be given for active processing and reflecting of ideas, as well as for opportunities to express these ideas in reading, writing, speaking, and viewing.

Viewing

There are wide differences among individuals in the ways that they learn and perform. These are the result of differences in skills, attitudes, perception, and prior experiences. For many, the medium of print may be the best and most effective means of communication. For individuals who may be predominately visual learners, the film or another media may be more effective. Learning experiences must be designed to accommodate these differences and to help students become more selective and objective in choosing what they view.

As students progress through school, viewing skills are taught and enhanced. Various skills such as viewing for information, comparison, interpretation, detail, recognition of reality and fantasy, and the broadening of imagination are addressed at this level.

Healthful Living

The principal orientations of health education in the intermediate grades center around: (1) learning how the body and its parts work; (2) understanding how the body changes through growth and development; (3) comprehending that the development and functioning of the body and mind can be influenced by personal health practices, environment, taking drugs, and diseases; (4) practicing some of the elements of health-related decision-making (5) recognizing the responsibilities that each of us has in maintaining our own health and the health of the community in which we live; (6) learning to evaluate health-related information, products, and services; and (7) developing an awareness of the human life

cycle and its relationship to our health and physical growth and development.

The physical education program for students at the 4-6 level emphasizes exposure to the following activities:

- Fundamental Motor Skills
- Dance
- Gymnastics
- Games
- Fitness Activities
- Recreational Activities

A complete safety instruction program for intermediate grades is developed around activities in the home, in traffic, at school, and during leisure time. Avoiding falls, preventing fires, observing safety rules during storms, obeying traffic rules, riding school buses, and administering first aid are emphasized at this age.

Mathematics

In grades 4-6, there is a continuation of the major emphases in grades K-3 as the learner moves to the "skill establishment" stage. Activities, exploration, and experimentation include provisions for:

- . translating ideas into mathematical language and symbols
- . learning to make reasonable estimates
- . developing independence in solving meaningful problems
- . computing with whole numbers, fractions, and decimals
- . mastering basic number facts
- . learning geometric concepts
- . developing a variety of measurement skills
- . constructing and interpreting tables, charts and graphs
- . examining notions of elementary probability and statistics

The mathematics program at grades 4-6 should be enriched and enhanced through the use of calculators and computers.

Media and Computer Skills

At this level, teachers review and reinforce library and media skills that students acquired earlier. Students develop new competencies in using materials and equipment and produce simple audiovisual materials. Students have more opportunities for independent and small-group activities.

Students continue to build their library and media skills vocabulary, to understand and use the resources of the library, including the card catalog and reference sources, to increase their understanding and enjoyment of diverse literary forms, to understand and apply simple production techniques, and to learn responsible citizenship.

Students in these grades add to their knowledge about computers. Besides improving their computer skills, students learn to recognize several early computing devices and to compare them to modern computers. Students begin to acquire a knowledge of how computers operate and can identify the three types of computers--mainframes, minis, and microcomputers--and can describe the uses and advantages of each. As in grades K-3, the emphasis is on relating the use of computers and computer skills to all subject areas.

Science

There is a continuation of the utilization of skills and the development of major science concepts that were begun at the primary level. The program provides a sound base for future study. Balanced coverage is given to the broad areas of science--living things, matter and energy, earth and space. Opportunity is provided for students to begin using scientific apparatus and audio-visual materials of a more sophisticated nature. Individual and small group exploratory activities are appropriate at this level. Greater use is made of outdoor resources and non-school resource personnel as a means for making the study of science more relevant to the student's own environment. The curriculum is experiential, with major emphasis on concrete learning experiences.

Second Languages

If second language study is begun prior to grade 4, language study at this level continues to emphasize and build on the speaking and listening skills with new vocabulary and some structure. An introduction to reading and writing may be begun with students being given opportunities to see in writing what they can already say. Activities once again address the interests and intellectual development of the age group. Learning experiences encourage awareness, acceptance, and understanding of cultural differences. The basic program contemplates instruction in one second language.

Social Studies

Instruction at this level emphasizes geography, people, and economy, but also relates them to history and government. The students become familiar with the physical make-up of their state, nation, hemisphere, and world regions. Through a study of representative states, nations or groups of nations, the courses focus on the people of all these regions--who they are, how they live, what contributions each makes to the global society.

Grades 4-6 continue the basic "near-to-far" and "near-and-far" content sequence begun in K-3. At this level studies begin with North Carolina and continue with studies of the United States, Canada, Latin America, Europe and the Soviet Union. In this 4-6 cycle world studies are organized primarily around concepts drawn from the disciplines of geography, economics, sociology, and anthropology.

Geographic concepts such as region, land forms, climate, resources; skills in using a variety of maps, globes, charts, and tables; and

development of map reading skills are emphasized. Skills programs at this level extend skills introduced in K-3 and develop new skills, particularly in finding, assembling, and using a variety of sources of information; in evaluating such information; and in using it to suggest solutions to problems.

In comparing states, comparing nations, and comparing people of different continents, the students see more similarities than differences among people. They see the contributions made by each world region. Concepts dealing with interdependence, unity, resource use, change and culture are of considerable importance. Studies of migration, settlement patterns, populations, communications, and methods of societal control are additional ideas included at this level.

Concepts of roles, institutions, and cultural conditioners and transmission are central to much of the study in 4-6. Students who leave the 4-6 program should understand that people all over the world live and behave as they do for reasons that are rational in their cultural context.

As a result of the program at this level, students will be able to answer the following key questions about their state, their nation, and their world:

- . Who are the people of this society?
- . What is their physical environment?
- . How do the people make a living?
- . How is their society organized?
- . How has their society changed over time?
- . What are their values?

Grades 7-8

Arts

Emphasis in the visual arts at this level is placed on exploratory involvement for the individual student. The program structure allows each student personally to investigate experiences which lead to initial steps in formulating personal opinions and judgments. Greater depth of study is featured and provision is made for longer periods of time with the art media. The student is taken through a wide range of exploratory activities designed to stimulate active participation in the creative process, e.g., the experience of the alteration of a clay product from the greenware state to bisque to glazing. Over these years, the student has the opportunity to explore actively the media of drawing, painting, sculpture, graphics, crafts, film-making, photography, etc. The student is encouraged to formulate opinions and judgments by developing the processes of selection and discrimination based on exposure to a wide variety of art activities, personal experiences and on knowledge gained by commitment to his or her own learning responsibilities. By involvement in the application of the technique and skill of perspective,

the student develops abilities through visual and mental insight about the physical world and his or her relationship to it.

Treatment of ideas, images, symbols and feelings in dance becomes more precise. The student learns to make discriminating choices which help to perfect his or her interpretation. More time is required to bring the student's dance to fruition. Opportunities exist for solo and ensemble work in composition as well as improvisational experiences. Students are encouraged to formulate their own opinions and judgments based on wide exposure to dance through films, live performance and other media. Discussion of different styles and techniques is encouraged as well as participation which allows the body to be involved in an introductory way with the various dance experiences, i.e., ballet, modern, etc. The students continue involvement in the creative process, but through participation in recreation dance, they begin to build a repertoire of dance which is usable for social functions. The recreational dance forms also heighten the body's response to rhythm.

The dramatic program at this level continues to build on and refine the creative capacities, knowledge and skills and aesthetic developments of the previous years. At this stage an added dimension occurs, augmenting simple creative dramatics and puppetry with theatre skills. Appropriate vocabulary and history of theatre is introduced. Greek and Roman theatre, Commedia dell'Arte, and the common terms of stage, lighting, curtains and scripts become familiar to the student. The rudiments of stage movement, timing, make-up and props are taught, and students are able to assist a teacher or director to guide creative efforts of fellow students. Readers Theatre is a valuable dramatic medium. Growing differences in abilities and interests characterize students at this age and for this reason provision is made for individual emphases. A broad emphasis for the junior high program is to help students to use drama more discriminately and productively in daily living. They can come to see drama as a means of pleasure and a way of communication and motivation; as a means of expanding their understanding of others; a confidence-builder; a form of pleasure; a means of communication and motivation; and a part of the experience of life as a whole.

The music program continues to build on and refine the creative capacities, knowledges and skills and aesthetic development of the previous years. A greater interest in and capability for musical composition now takes place. Growing functional involvement with the elements of music, with music literature and with reading printed scores builds on the broad foundation of previous years.

Communication Skills

The program at this grade designation continues the sequence from 4-6, emphasizing the same concepts, skills, and attitudes. Particular emphasis is placed upon the exploration of reading, writing, speaking, listening, and viewing as they pertain to living and functioning satisfactorily in the world. At this level, learners are led toward becoming increasingly analytical in their study of language, literature, and composition. A major aim is to lead learners toward further

awareness and enjoyment of English and Language Arts in all its forms and aspects.

By the end of grade eight, students should be able to:

Reading

- . demonstrate reading comprehension by identifying words using roots, suffixes; recalling events in sequence from a reading passage
- . recognize main ideas and supporting details in a reading passage; identifies cause and effect relationships in a reading passage
- . recognize propaganda devices
- . locate and interpret information found in the encyclopedia, dictionary, almanac, Reader's Guide, atlas, and thesaurus
- . recognize the distinguishing characteristics of various types of literature such as poems, essays, short stories, plays, novels, and biographies

Writing

- . write legible and coherent descriptive, narrative, and explanatory paragraphs using standard grammar, capitalization, spelling and punctuation
- . write legibly in cursive form

Speaking

- . participate effectively in group discussions
- . make a two to three minute impromptu speech using appropriate volume, gestures, eye contact, and content

Listening and Viewing

- . listen to and watch class lectures, demonstrations, and media to gather information
- . listen to tapes and records
- . listen to and view television and movies for enjoyment

Healthful Living

Health education at the middle school and junior high levels emphasizes: (1) accepting personal responsibility for health-related decisions and their consequences; (2) learning skills that promote healthy relationships with others; (3) maintaining a positive self-image during adolescence; (4) understanding the nature of and reasons for the rapid physical and sexual changes taking place; (5) learning first aid skills; (6) understanding potential health-related problems of this age--venereal disease, drug, alcohol and tobacco abuse, emotional stress, pregnancy, nutrition, sexual behavior; and (7) selecting life goals and behavior compatible with these goals.

The physical education program for students at the 7-8 level emphasizes exposure to a wide variety of activities. By the end of grade eight, students should be able to:

Fitness Activities - Explain the principles of exercise and diet that contribute to the development of the totally fit individual. They should know the fitness value of a variety of activities and be able to design a personal fitness program based on individual needs and interests. Students should seek to attain a minimal level of physical fitness as indicated by the results of a standardized fitness test.

Dance - Perform basic steps in modern dance, folk dance, and social dance. Interested students should be able to attain minimum skills in ballet.

Gymnastics - Perform tumbling and apparatus activities at an intermediate level of proficiency.

Team Sports - Perform the skills necessary for participation in a minimum of three team sports (basketball, flag football, team handball, soccer, softball, volleyball, etc.).

Individual/Dual Sports - Perform the skills necessary for participating in a minimum of three individual or dual sports (badminton, bowling, golf, tennis, track and field, wrestling, etc.).

Outdoor Education - Demonstrate the knowledge and skill necessary for successful participation in hiking, camping, back-packing, and boating activities. Interested students should be able to pursue skill development in rock climbing, rappelling, challenge courses, and canoeing.

Swimming - Demonstrate beginning swimming skills.

At the secondary level, the emphasis is increasingly on developing in students a higher level of knowledge and behavior concerning safety and risk-taking. Students are encouraged to assume individual responsibility and group leadership. To assist in this, there are written guides on the knowledge, content, and learning objectives for these units.

Mathematics

In the seventh and eighth grades, the skills developed in the elementary grades are reviewed and extended. The program offers students of all ability levels the opportunity to develop a better understanding of numbers, improve their ability to reason and be exposed to some exciting new areas of mathematics. The topics emphasized at these grade levels are arithmetic, beginning algebra, informal geometry, measurement, graphs, scale drawings, elementary probability and statistics, and problem solving. Use of calculators and computers to enhance and enrich the mathematics program is also encouraged.

Media and Computer Skills

At this level, most emphasis is on reinforcing the skills learned previously, identifying deficiencies, and eliminating them. Students develop new competencies in using special references sources and skills in production techniques using more sophisticated equipment. Students also learn to identify propaganda or biased treatment of materials.

In addition to previously taught skills, students will learn to manage essential research tools independently, to document sources of information and to appreciate intellectual honesty and rigor, to conduct research using reliable sources, to become acquainted with career opportunities in the library and media fields, to further develop their personal interests and hobbies, and to assume greater responsibility for independent work.

Students continue to build on their knowledge of computers acquired in earlier grades. Students can list occupations that use or involve the use of computers and understand the job description and training for each of them. They can trace the history of computers and the effect their development has had on society. They can operate a microcomputer, are familiar with its on-off sequences, with loading, saving, and copying a program, and can direct program output to a printer. Students are also able to modify and run instructional programs designed for that purpose. Students develop their ability to organize data. The emphasis continues to be on computer applications in all subject areas.

Science

In grades 7 and 8, the study of science is an integrated form of life, earth, and physical science; instructional time and depth of content are increased. Content should be presented from a student-centered perspective placing emphasis on the nature of science and inquiry. Instruction should be largely laboratory-oriented stressing the scientific method through application of process skills. Problem-solving and reasoning are essential experiences in the learning process. Scientific inquiry should deal with both academic and real world problems. Personal needs, societal issues, and career preparation should be interwoven into the course content. Energy, environmental concerns, and recent advances in technology should permeate the curriculum. (This section describes 7-8 science curriculum to be implemented in school year 1985-86.)

Second Languages

When students have had previous language study, they will continue to develop communication skills, building on previous experiences. If students have a firm base in speaking and listening they can begin developing reading and writing skills. Formal grammar may also begin to be introduced. Activities which promote increased cross-cultural understanding are also included. The basic program contemplates instruction in one second language.

Social Studies

The seventh grade study of Africa and Asia completes the world studies cycle begun in grade five with the study of North America and South America and continued in grade six with the study of Europe and the Soviet Union. The seventh grade study is designed to allow the students to examine societies dissimilar to those of the West in such a way as to broaden their understanding of people and places in an increasingly interdependent world. The study is also designed to help students acquire knowledge, understandings and skills necessary for dealing with additional cultural area studies in the high school social studies program. No attempt should be made to study every country of Africa and Asia. Countries and groups of people chosen for study should reflect the variety of cultures on the African and Asian Continents.

The study at the seventh grade level will draw heavily from the discipline of geography, focusing especially on cultural geography. The key questions at the end of the 4-6 description are applicable to the seventh grade study as well.

North Carolina's role in the history of the American nation is the subject of a year-long study at grade eight. The course covers the entire span of the area's experience, beginning with pre-history, the founding of the Carolina colony, and reaching into contemporary times. Among the historical topics included in the course are those--the personalities, localities, and events--which have given North Carolina a distinctive place in an emerging nation. Other topics are those which have linked North Carolina to the larger national experience, such as the struggle for independence, the establishment and development of national government and economy, the reform of the economic and social orders, and the Civil War and foreign wars.

As this is the first course in the social studies sequence devoted primarily to history, instruction will emphasize the method and value of historical studies. Instruction will include such concepts as the building of traditions that give continuity in society, the complex processes of change, and the forces, personalities, and events which underlie the transformation of society.

As a result of studies at this level students should:

- . be more knowledgeable about the areas studied--the people, their environment, their work, their culture and their values
- . gain an appreciation for the history and development of North Carolina
- . gain an understanding of and respect for the cultural pluralism that characterizes the American experience
- . use geographic and chronological skills
- . practice the skills of problem-solving, information gathering, evaluation, and analysis
- . participate in group learning activities, and have an increased sensitivity to the feelings of others

Vocational Education

Vocational Education in the middle and junior high schools is characterized by course offerings in agriculture, business and office education, home economics, industrial arts, prevocational education, and vocational education basic skills. At this level, the program provides a strong personal, basic skills and world of work counseling program. Strategies include individual and group guidance activities which enable students to appraise themselves in relation to the world of work and to their educational opportunities. In addition, students are provided "hands-on" experiences and opportunities to explore jobs in broad occupational clusters. One of the major objectives of the program is to introduce them to the high school offerings available in their local communities.

Another thrust in grades 7-8 is to combine academic learning with hands-on experiences in occupational areas for high risk students. These programs are designed to discourage high risk students from leaving school before graduation.

Grades 9-12

Arts

High school arts courses are designed to offer the student choices as to the degree of concentration desired. Each succeeding year requires arts prerequisites in order for the student to advance according to abilities and limitations. Those who may wish to pursue academic studies in the arts will be given a sound foundation as will those who may seek employment on completion of the high school curriculum.

A basic high school visual art program should include, at least, the following:

Art I
Art II
Art III

The content of these courses should include study in drawing/painting, sculpture, graphics, and art history.

Additional elective courses might include:

Photography	Film-making
Jewelry Making	Commercial Design
Textiles	Batik
Pottery	

A basic high school dance program should include, at least, the following:

Dance I	Dance II
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The content of these courses should include opportunities for choreography and ensemble work.

Additional elective courses might include:

Dance III	Dance History
Dance IV	Composition
Ballet I	Choreography
Ballet II	

A basic high school program in drama should include, at least, the following:

Theatre Arts I (including introduction to theatre)
Theatre Arts II
Technical Theatre I

Additional elective courses might include:

Introduction to Theatre
Technical Theatre II
Acting I
Advanced Acting
Directing
Theatre History

A basic high school program in music should include, at least, the following:

General Music (including history and appreciation)
Vocal Music
Instrumental Music

Additional elective courses might include:

Classical Piano	Stage Band
Electronic Music	Classical Guitar
Music Theory	Swing Choir

Communication Skills

The program consists of the interrelated study of language, literature, and composition. Instruction in the skills of reading, writing, speaking, listening, viewing, and thinking continues. Language content includes the study of spelling, vocabulary, grammar, usage, dialects, dictionary and other reference tools, semantics, language history, and non-verbal language. The content of literature includes plot, setting, characterization, conceptual patterns and themes, point-of-view, writer's attitudes, genres, the language of literature, and literary history and the movements. The content of the composition program includes pre-composition (real and imaginary experiences as a source for composition), purpose, writer's understanding of audience, the whole composition (sentence sense, paragraphs, unity, coherence,

emphasis) types of composition, consistency in point-of-view, tone, and style, diction, mechanics of oral and written language, and revision.

Through advanced study of all elements of the program, students are led to critical understanding and application of communication skills which contribute to enjoyment and success in leisure and in work.

A basic high school program must include:

English I, English II, English III, English IV

The following elective course offerings are also recommended (these courses may not be substituted for English I, II, III, or IV):

Journalism	Developmental Reading
Drama	Composition
Humanities	Creative Writing
Speech	

Healthful Living

Course emphases in health should reflect student interests and needs in: (1) learning effective family leadership skills; (2) learning to care for one's own children; (3) understanding the causes and effects of disease and methods of disease prevention and treatment; (4) learning about careers in health fields; (5) developing skills necessary to form healthy relationships; and (6) developing the skills necessary for a satisfying and healthy life.

The following offerings, as courses or units, must be a part of a high school program:

Parenting	Mental Health
Cardio-pulmonary Resuscitation	Drugs, Alcohol, & Tobacco
Chronic Diseases	Consumer Health
Family Living	Nutrition

Physical education at the senior high school level should be vigorous and challenging and should reflect individual needs and interests. At this level, knowledge of physical education should enable students to pursue activities from the following programs:

- . Games and Sports (team and individual)
- . Gymnastics (tumbling, floor exercises, apparatus)
- . Rhythms and Dance (modern, interpretive, folk and square dancing)
- . Physical Fitness (weight training, obstacle course, jogging, calisthenics, cycling)
- . Swimming

All areas of safety education are continued. Teachers are expected to use basic safety procedures in their daily activities. At these grade levels, increasing emphasis is given to traffic safety. It is expected that there will be no change in the funding of driver's training programs.

Other course offerings might include the following:

Advanced Driver Education for school bus, light delivery vehicle,
and motorcycle drivers
Occupational safety

Mathematics

The aim of the high school mathematics curriculum is to provide every student with the mathematical content that is appropriate for them. The content has to be broad in scope. Some of the content has to be of the nature that students can use immediately in their role as consumers. It is essential that some of the mathematics taught at this level be appropriate for use by students having part-time employment. The content must also enable students to study higher level mathematics as a prerequisite. The mathematics curriculum then should help prepare students for entrance into many different careers and vocations.

For students having a high aptitude in mathematics, courses in Algebra I, Geometry, Algebra II, and Advanced Mathematics are offered. In some schools this program is enriched by such courses as Calculus and computer-related mathematics. An alternative program consists primarily of courses in General Mathematics, Introductory Algebra (Parts 1 and 2), Technical Mathematics, and Consumer Mathematics.

A basic high school mathematics program must include, at least, the following courses:

General Mathematics	Algebra I
Consumer Mathematics	Geometry
Introductory Algebra (Part 1)	Algebra II
Introductory Algebra (Part 2)	Advanced Mathematics

Other courses might include the following:

Technical Mathematics	Computer Applications
Trigonometry	Analytical Geometry
Advanced Algebra	Probability and Statistics
Advanced Placement Calculus	

Media and Computer Skills

At this level, students will master library and media skills acquired previously and acquire advanced research skills using specialized reference tools. The emphasis is on using all available media to acquire skills in inquiry, analysis, organization, critical thinking, and problem-solving. Students learn to apply these skills in ways that strengthen their ability to continue to learn throughout life for personal growth, vocations, and recreation.

Students use specialized reference sources to aid critical analysis and conduct reliable research. They also learn to produce more

sophisticated audiovisual materials, to read discriminately for information and pleasure, and to identify and locate information necessary in their daily lives.

In these grades, students continue to apply knowledge acquired in earlier grades on microcomputers in the classroom. In addition to refining competencies they have already learned, students learn to identify the common programming languages, and their applications. Students also learn to select and use programs to enrich and extend the regular course of instruction, to determine applications for computers, and to use microcomputers for gathering, organizing, analyzing, processing, and evaluating information. As in earlier grade spans, the emphasis is on computer applications in all subject areas.

Science

Beginning in grade 9 and continuing through grade 12, all students should be encouraged to enroll in elective science courses in addition to the basic graduation requirements. To increase student enrollment and provide a more comprehensive science curriculum, two types of courses are offered. One type, applied/technical, should be designed for the secondary student who is interested in a program which places emphasis on the practical and applied aspects of science. These courses should stress doing science through the use of laboratory work presenting science as a practical and relevant subject. Math requirements should be limited to basic functions. The courses should emphasize socially relevant topics and recent developments in science. The basic philosophy should reflect an attitude that science is a process of finding out about our universe, is understandable, and anyone can achieve and benefit from learning science. A wide variety of evaluation techniques should be employed for measuring achievement of course objectives. In determining grades, major emphasis should be placed on laboratory and project work that involves problem solving. Pencil and paper tests should play a minor role in evaluation.

The second type of courses should be designed for the more academically inclined student. Students electing those courses for graduation requirements should also be allowed to enroll in applied/technical courses as electives and vice versa. The academic courses should be challenging and reflect a philosophy of science as inquiry. Emphasis should be placed on using current technology as students investigate relevant problems through research and project work. The courses should demand competence in communications and mathematics skills. Course content should center on current developments and include socially relevant issues. Evaluation techniques should be varied and test questions should be phrased to require responses involving high-level thinking. Memorization of low-level factual information should be de-emphasized.

A basic high school science program must include, at least, the following courses:

Academic Courses

Phyaical Science
Biology
Earth Science
Chemistry
Physics

Applied/Technical Courses

Physical Science
Biology
Earth Science
Chemistry
Physics

Other elective courses might include the following:

Advanced Biology
Advanced Chemistry
Anatomy & Physiology
Applied Science
Astronomy

Geology
Field Botony
Environmental Studies
Advanced Physics
Independent Study

Second Languages

At present, most language instruction in North Carolina begins at this level and therefore must emphasize the basic skills. However, when students have already had a full sequence of second language study, language learning at this level will concentrate on perfecting all the communication skills through oral and written practice, the formal study of grammar, and the examination of other cultures and literatures. Upper level courses can be varied and centered on the needs and interests of the particular students while continuing to emphasize skills development.

At each level of language learning, a student should achieve some proficiency in each skill. The following is an outline of what students should be able to do by the end of each year of a four year sequence at grades 9-12:

First Year

By the end of the first year, students should be able to exhibit the following skills:

- . Listening - understand memorized words and phrases in the areas of immediate needs
- . Speaking - satisfy immediate needs using learned words and phrases
- . Reading - comprehend the written language sufficiently to interpret set expressions in areas of immediate needs
- . Writing - write simple, fixed expressions and limited memorized materials

Second Year

By the end of the second year, students should be able to exhibit the following skills:

- . Listening - comprehend sufficiently some non-memorized material such as simple questions and answers in areas of basic survival needs and limited areas beyond basic needs
- . Speaking - satisfy basic survival needs and minimum courtesy requirements

- . Reading - comprehend sufficiently simple material in printed form which deals with basic survival or social needs
- . Writing - meet limited practical needs through recombination of learned vocabulary and structures into simple sentences

Third Year

By the end of the third year, students should be able to exhibit the following skills:

- . Listening - comprehend sufficiently simple conversations about some survival needs and some limited social conventions in present, past, and future
- . Speaking - satisfy routine needs and limited social demands and maintain simple face-to-face conversations
- . Reading - comprehend sufficiently in printed form simple discourse for informative or social purposes including announcements, advertisements
- . Writing - meet some survival needs and social demands with short paragraphs on familiar topics grounded in personal experience

Fourth Year

By the end of the fourth year, students should be able to exhibit the following skills:

- . Listening - comprehend sufficiently short conversations about most survival needs and some topics beyond those needs which utilize familiar vocabulary and common verb tense forms
- . Speaking - satisfy survival needs with developing language flexibility and sustains general conversation on factual topics beyond those needs
- . Reading - comprehend sufficiently simple paragraphs for personal communication, information or recreational purposes, and uncomplicated authentic prose and poetry
- . Writing - meet most survival needs and writes simple letters, brief synopses, and short compositions on familiar topics

Throughout all levels of language instruction, cultural experiences are provided for students to develop the ability to recognize, understand and appreciate the value system, life styles, behaviors, thought processes, and beliefs of other people; the interrelatedness of nations; and an acceptance of the commonalities and differences among people and nations. The basic program contemplates instruction in one second language.

Social Studies

The basic social studies program in grades 9-12 includes courses in government, economics, world studies, United States history and elective courses from the social sciences and history.

This program focuses on economic, political, historical and social knowledge and skills needed by all students for becoming responsible

citizens in an interdependent world. This knowledge and skill will help form attitudes and values consistent with our democratic heritage and will be of both immediate and long-term importance.

As a result of studies in grades 9-12 students will:

- . analyze and evaluate economic, social, and political problems and policies
- . gain historical perspective
- . understand the basic concepts and methodology of the particular disciplines
- . recognize what it means to be an American citizen and understand and respect the cultural pluralism that characterizes the American experience
- . become more competent users of information about national and world affairs
- . gain a basic understanding of the American system of private enterprise
- . develop a respect for law and an understanding of rights and responsibilities of citizenship
- . continue to develop their critical thinking and research skills and to apply them in their study of history

The basic high school social studies program must include the following courses:

United States history
World history, cultures, and geography
Economics
Government

and appropriate electives from the following list:

International studies	Humanities
Law and Justice	Advanced U. S. history
Psychology	Advanced world history
Sociology	Advanced government
Local and state history and government	

Vocational Education

Beyond grades 7 and 8, vocational education is organized in a sequence of introductory, advanced, and specialized courses. In grades 9 and 10, advanced and specialized classroom instruction are combined with simulated work experiences and later, in grades 11 and 12, with on-the-job training. Students also do production work and community service projects, visit workplaces, shadow workers, and participate in internship and apprenticeship programs.

Introductory courses familiarize students with the range of occupations in each program area and with the skills needed to become proficient in them. Students also learn practical life skills. These

are elective courses open to all students in grades 9-12. Through them, students:

- . Learn about our system of free enterprise and the world of work
- . Learn to use computers and other technologies
- . Develop their skills in human relations and critical thinking
- . Develop leadership skills by participating in student organizations
- . Develop consumer skills and good safety habits

Advanced and specialized courses are designed for students who decide to enter an occupational cluster to gain saleable job skills, or who desire to continue occupational training at the postsecondary level. Clusters of advanced and specialized courses are offered in these program areas:

Agricultural Education
Business and Office Education
Marketing and Distributive Education
Health Occupations Education
Home Economics Education
Industrial Arts Education
Trade and Industrial Education

All courses are based on identified objectives, core content and competencies, and specified levels of proficiency. A basic high school vocational education program must include course sequences from no fewer than three of the program areas listed above. Courses and clusters of courses for each program area and appropriate class sizes are described in more detail in the "Vocational Education Program of Studies."

In addition to the basic high school vocational program offering, school districts must establish a vocational guidance, placement and follow-up program to assist students in planning and enrolling in an appropriate sequence of courses in grades 9-12.

III. Programs Not Confined To Subject Areas

Exceptional Children

The Purpose of Programs for Exceptional Children

The primary purpose of exceptional children programs is to insure that handicapped and gifted learners develop mentally, physically and emotionally to the maximum extent possible through the provision of an appropriate, individualized education in the proper setting.

Exceptional children are (1) learners who because of permanent or temporary mental, physical or emotional handicaps need special education and are unable to have all their educational needs met in a regular class without special education or related services, or (2) learners who demonstrate or have the potential to demonstrate outstanding intellectual aptitude and specific academic ability and, in order to develop their abilities, may require differentiated educational services beyond those ordinarily provided by the regular school program. Classifications of exceptional children include those who are autistic, academically gifted, hearing impaired (deaf or hard of hearing), mentally handicapped (educable, trainable or severely/profoundly), multihandicapped, orthopedically impaired, other health impaired, pregnant, emotionally handicapped, specific learning disabled, speech-language impaired, and visually impaired (blind or partially sighted). See Section .1501 of Rules Governing Programs and Services for Children with Special Needs for definitions of these classifications.

Exceptional children programs and services may be classified as both instructional programs and instructional support services, depending upon the educational need of an individual learner.

Content Sequence and Learning Outcomes

Curricula for most exceptional learners follow the curricula designed for learners in general education. Emphasis must be given to instruction in communications, cultural arts, healthful living, mathematics, science, career and vocational education, depending upon the needs of the individual learner. Attention must focus upon cognitive, affective, psychomotor and vocational development within the curricular areas. The Individualized Education Program for the handicapped and the Group Education Program for the academically gifted, both of which are based upon a comprehensive assessment, are to state in writing the special curricular offerings to be provided to each exceptional learner.

Learning outcomes--knowledge, skills, concepts, understandings and attitudes--for the handicapped and the academically gifted will differ from learner to learner. For many exceptional learners, the same learning outcomes developed for learners in general education will be appropriate. Some exceptional learners will meet the learning outcomes at a different time and in a different manner than learners in general education. Some severely handicapped learners might not meet the

learning outcomes in general education and will need a totally different curriculum.

The purpose for adapting or changing curricula and teaching and learning strategies for exceptional learners is to assist the learners to achieve as much as is possible from their school experiences and be prepared to function as independently as is possible in their environments. Completion of school experience by handicapped learners is determined by meeting the requirements for graduation or by attaining the goals set forth in the Individualized Education Program, or both. In order to graduate, an exceptional learner must obtain the State-mandated units of credit based upon successful completion of course work and make a passing score on the State Competency Test.

The units of credit may be obtained by:

- . Enrolling the exceptional learners with non-exceptional learners into courses required for graduation.
- . Providing special courses for the exceptional learners and modifying the courses required for graduation to meet the particular needs of the learners. The courses may be taught by special education teachers and/or other teachers.
- . Providing units of credit for the courses needed by individual learners for graduation when they are enrolled in a block program. In a particular class, more than one course may be taught. For example, a teacher of the educable mentally handicapped may teach mathematics to some students and English to others during the same class period. These courses may be counted toward graduation.

Although the course requirements are the same for exceptional learners as with non-exceptional learners, the courses must be tailored on an individual basis to meet a learner's particular needs.

Teachers, principals and the school system's central office staff have the responsibility for evaluating the learning outcomes for exceptional learners just as they do for learners in general education. The primary purposes for the evaluation of learner outcomes are to determine gains made by individual learners and to determine changes that occur at class, school and system levels. Learning outcome data are useful in the formulation of goals, the derivation of measurable objectives from stated goals, and a systematic method for planning.

The Individualized Education Program for the handicapped requires objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether or not short-term instructional objectives have been achieved. The Group Education Program for the academically gifted requires annual goals and evaluation methods. Periodic probes to determine a learner's achievement may be made through various tests or methods: teacher observation, commercially-made and teacher-made tests, checklists, writing samples, product development, sociograms, and the like. Data-based teaching, with daily recording of learner responses, is most appropriate for determining degree of mastery.

All special education instruction provided to handicapped and academically gifted learners is to be individualized and designed to meet unique learning needs. Modification of instructional programs, creative instructional approaches, and individualized programming are necessary to meet the special needs of exceptional learners.

Autistic. Learners with autism are a very heterogeneous group in their intellectual abilities, ranging from profoundly mentally handicapped to normal or near normal levels of intelligence, but with most functioning at the mentally handicapped level of intellectual development. Regardless of level of intellectual ability, the characteristic problems in language and social relationships interfere with the school achievement of all learners with autism. The expected learning outcomes vary widely depending upon the abilities of the individual.

Emotionally Handicapped. If appropriate early intervention services are provided to the emotionally handicapped learner, that learner will generally be able to progress academically on grade level. If services are delayed, the emotionally handicapped learner may fall several grades below his or her indicated potential. Emotionally handicapped learners range in intelligence and achievement from very low to superior, and may score very high on standardized tests while failing the course work in school. Others may perform well in the course work, but score very low on standardized tests. It is imperative that the learning outcomes set for emotionally handicapped learners be determined on an individual basis according to the special behavioral, intellectual, perceptual and educational strengths and weaknesses of the learner.

Academically Gifted. These learners possess general intellectual ability and specific academic achievement. The determining factors for learning outcomes of gifted learners are program design and intent. A learner that is gifted in one academic subject or area may not be gifted in all subjects or areas. Academically gifted learners are expected to excel far beyond general education minimum competency goals and performance indicators established in any area of study in which they have been identified as gifted.

Hearing Impaired. Educational programming for the deaf or hard of hearing learner has the same learning outcomes as those of hearing learners. The curricular requirements of the regular course of study are appropriate for determining competency goals and performance indicators for the hearing impaired learner. Exceptions may be indicated depending upon the extent of the impairment and the functioning level of the learner.

Mentally Handicapped. The skills, knowledge and attitudes developed for learners in general education may be the same for many educable mentally handicapped learners and for some trainable mentally handicapped learners. In addition to competency goals in basic skills areas, these learners require competency goals in self-care, personal development and selected areas of vocational education. Learners who are severely or profoundly mentally handicapped require the establishment of learning outcomes that are different from those developed by general education.

Multihandicapped. Learning outcomes for some multihandicapped learners may be the same as for those learners in general education. Generally, multihandicapped learners possess severe types of handicapping conditions that require learning outcomes that are much the same as those for the severely mentally handicapped. The type and severity of the various handicapping conditions are important factors in determining competency goals for these learners.

Orthopedically Impaired, Other Health Impaired, Speech-Language Impaired, and Visually Impaired. Learners with these handicapping conditions are basically the same as non-handicapped learners; therefore, the learning outcomes developed for general education are usually appropriate. Exceptions may be indicated depending upon the extent of the impairment and the functioning level of the learner.

Specific Learning Disabled. Learning outcomes of general education will be the same for most learners with specific learning disabilities. However, the performance indicators may often differ. Instruction may be provided on a one-to-one basis, in small groups or in large groups, with most learners needing a combination of these approaches during the school day. Attention must be given to the need for individualization, with instruction designed in keeping with each learner's preferred learning modality.

The necessary components for exceptional children programs include (1) identification, referral, screening, evaluation and placement of learners, (2) parental involvement in evaluation and placement processes, (3) development of Individualized Education Programs or Group Education Programs, (4) due process rights for parents, (5) maintenance of confidentiality of records and of a data collection system, and (6) provision of instruction and related services.

Instruction is based upon the curricula needs (academic, affective and vocational) of each learner. Instruction varies from learner to learner; curriculum may vary from learner to learner. Grade levels often have little meaning for many handicapped learners, especially those with the more severe types of handicapping conditions, including those with cognitive defects.

For those handicapped students for whom grade-level recognition may be significant, the following descriptions may be appropriate:

Grades K-3

The curriculum for the handicapped learner, in general, should revolve around health, mental and physical; social experiences; readiness activities; visual and auditory discrimination; language; speech; quantitative concepts; motor skills; and familiarity with common materials, their uses and methods of using them. These are not taught effectively in isolation, but rather should be taught through the use of units and activities. In this way meaning is associated with the development of skills and concepts, a need for them is present, and an opportunity for their application at hand.

Grades 4-6

The curriculum is developed around two major areas of emphasis--improvement in general living skills and development of proficiency in the understanding and use of academic skills. The areas are taught as integrated activities rather than apart from each other.

Grades 7-8

The curriculum offers a consolidation of social and academic skills learned at the previous levels. Greater and more varied application of academic skills, prevocational skills and social experiences are presented. Efforts are made to establish readiness for learning about jobs and job requirements.

Grades 9-12

The curriculum at this level draws upon all that has been taught to the learner and emphasizes the provision of experiences and the development of concepts and attitudes required in wholesome, contributing community membership. Extensive attention must be given to occupations and employment.

A basic high school (handicapped children) program should include the following:

- Four Units in English
- Two Units in Mathematics
- Two Units in Social Studies
- Two Units in Science
- One Unit in Physical Education and Health
- Nine units based upon the Individualized Education Program

Staffing

The following teacher to student ratios are recommended:

<u>Category</u>	<u>Degree</u>	<u>Recommended Ratios</u>
Educable Mentally Handicapped	Mild	1:35
	Moderate	1:25
	Severe	1:12
Trainable Mentally Handicapped	Mild, Moderate, & Severe	1:10
Severely/Profoundly Handicapped	Mild, Moderate, & Severe	1:7
Multiply Handicapped/Deaf-Blind	Mild &	
	Moderate	1:10
	Severe	1:7

Learning Diaabled	Mild	1:35
	Moderate	1:25
	Severe	1:12
Emotionally Handicapped	Mild	1:20
	Moderate	1:16
	Severe	1:8
Physically Handicapped	Mild	1:15
	Moderate	1:15
	Severe	1:12
Hearing Impaired	Mild	1:20
	Moderate	1:20
	Severe	1:6
Speech Impaired	Mild	1:40
	Moderate	1:12
	Severe	1:10
	Supportive*	1:25
Visually Impaired	Mild	1:35
	Moderate	1:25
	Severe	1:5
Other Health Impaired	Mild	1:20
	Moderate	1:16
	Severe	1:12
Pregnant Students		1:20
Gifted Students		
Regular Class/Supportive		1:75
Part-time Sp. Class		1:100
Self-contained		1:26

*Supportive services for children in other classes for the handicapped.

Extended Day Program

The Extended Day Program offered in North Carolina is an alternative for students who have difficulty during the traditional school day. The program is designed to serve students, ages 16-19, who have needs which cannot be met between the traditional school hours of 8:00 a.m. - 3:00 p.m. Smaller class size, individualized instruction and an informal learning environment are the cornerstones for success of the program. The extended day program, an extension of the regular school day, should provide the following:

- . re-entry into the regular school day, if appropriate
- . development of opportunities for post-secondary training
- . employment opportunities
- . graduation from high school

There is a definite need to expand the extended day program for students in the middle grades. A preventive approach, dealing with potential problems as they develop, is necessary for long term success. The ideal program should be expanded to a larger population of students with a wider variety of instructional programs, encouraging full utilization of facilities and human resources.

Remedial and Compensatory Efforts

North Carolina's remediation program is designed to assist students on the high school level in completing the requirements of the North Carolina Competency Test by providing them additional assistance in passing the test. The remediation program includes state appropriated funds for personnel (teachers, aides, tutors), employee benefits, instructional supplies and equipment.

Compensatory education programs provide assistance to students who need additional help to succeed in school, particularly in basic academic areas. Not all eligible children are served, because the program is supported only by federal dollars.

In-School Suspension Program

In-school suspension is a better alternative for dealing with disruptive student behavior in grades 7-12 than out-of-school suspension or expulsion. When the student is removed from the total school experience (i.e., out-of-school suspension or expulsion), the student receives guidance, counseling, or assistance in examining his or her behavior--the consequences of his or her action. In-school suspension program impact on students where teachers and school officials may provide student experiences for:

- . Modifying of unacceptable behavior of students in such a way as to allow them to function successfully in the regular classroom.
- . Counseling to help students better understand the nature of their personal problems through individual and group counseling.
- . Continuing their regular academic work while being disciplined.
- . Formulating a solution to the student's behavior problem through conferences of all concerned . . . the parent(s), counselor, student, and other appropriate individuals.

Student Services

Student services programs focus on the well-being of students and on helping to prevent or correct any conditions which might interfere with learning.

Screening

Each school district should have a comprehensive pre-school screening program to identify students with learning problems and who should be referred for evaluation or further observation. The areas to be screened include speech, hearing, sight, and fine and gross motor skills.

Guidance and Counseling Programs

School counselors:

- . Provide individual counseling for students
- . Share information with school personnel, parents, and community agencies about the needs and concerns of students
- . Provide group counseling for students
- . Assist students in educational and vocational placement based on their aptitudes, achievements, and interests
- . Refer students to community agencies for services

School Social Work Services

School social workers:

- . Provide a liaison between the school, home, and community resources in resolving problems of school adjustment and attendance
- . Help students, their families and school in crisis situations by reducing tensions, providing support and offering alternatives for action.
- . Serve as a student advocate to ensure that the student's educational, legal and personal rights are not violated.
- . Refer students to community agencies for help in problems such as substance abuse, family violence, and individual and family counseling

School Psychological Services

School psychological services are provided in the areas of prevention, early intervention, and remediation.

Direct services for students, parents and school personnel include:

- . Consulting with parents, teachers, and administrators about the educational, behavioral, and mental health needs of students
- . Providing services such as counseling, behavior management, social skills training, and crisis intervention
- . Assessing students to determine their instructional needs, strengths and weaknesses, learning styles, etc.

Indirect services include:

- . Coordinating group testing programs and assisting school officials to identify student needs

- . Coordinating services from other community agencies to meet the educational and mental health needs of students
- . Disseminating research findings to teachers and staff on topics such as effective instruction and student learning styles

Health Services

Health services promote physical and mental well-being of children by:

- . Providing health counseling
- . Providing assessments and referrals concerning health care needs
- . Assisting in disease prevention and control
- . Monitoring health hazards and their removal
- . Educating students to develop positive health habits
- . Removing barriers to community health services

Human Relations

Human relations services include:

- . Helping teachers and school principals to develop effective classroom management techniques and strategies
- . Helping teachers and school principals to promote a positive school climate which encourages student achievement and growth

Child Nutrition

The child nutrition program helps to provide all students access to nutritionally sound meals each school day. These meals promote the health and well-being of all students and enable them to take full advantage of their schooling. The child nutrition program reinforces activities promoting good eating habits.

All school districts participate in federally-funded child nutrition programs, which provide breakfasts and lunches at full, reduced, or free prices based on federal guidelines.

Federal funds available through the Nutrition Education and Training program are used for developing instructional resources and for training teachers and school food service personnel. All resources used in the classroom are developed in accordance with competency goals and objectives at each grade level, are provided at no cost to school districts, and support other nutrition education efforts in the classroom.

Library/Media Programs

Resources

Print materials, nonprint materials, and accompanying equipment comprise resources found in the library/media collection.

The library/media collection provides supplementary resources in every curricular area compatible with the diverse learning styles and

interests of individual students at all levels of ability and maturity. It also provides for leisure interests and professional use.

Selection

Selection of all resources is an important step in developing a collection and should be based on sound principles formulated to carry out the school's philosophy, objectives and curricular specifications.

In compliance with North Carolina General Statute 115 C-98(b), each local board of education has adopted a system-wide Selection Policy that includes criteria and procedures for evaluating and selecting resources for its schools and a procedure for handling challenged materials.

The evaluation and selection of resources should be a cooperative activity of all school personnel and coordinated by the school's Media Advisory Committee in keeping with the adopted Selection Policy.

In order to maintain a relevant collection, obsolete and inappropriate items should be routinely removed from the collection.

Educational equipment should be selected from State contracts listing those items.

Organization

All of the school's resources need to be organized and arranged so that students and teachers can obtain any item quickly and easily. This organization includes classifying, cataloging and providing in a unified card catalog entries for all materials. The inventory of the school's entire holdings of both instructional materials and equipment should be coordinated through the school's library/media center.

Periodic review of the circulation, loan and scheduling policies is encouraged to ensure that no obstacles inhibit the use of the school's library/media collection.

Quantitative Guidelines

Establishing meaningful quantitative guidelines for library/media collections is difficult because instructional programs, teaching-learning strategies and school-wide objectives vary.

Any school conducting an instructional program must have a minimum of materials and equipment. In the school with an enrollment of fewer than 400 students, the library/media collection must have as much scope and variety as the school with an enrollment of more than 400 students.

Quantities below indicate a basic collection for an effective library/media program for 400 students. These stated quantities refer to quality, up-to-date resources. Do not count obsolete, badly worn and inappropriate materials that should be removed from the collection. Also, exclude excessive duplicate materials.

The interdependence of materials and equipment must be recognized as collections are planned. Materials in many different formats can be used only with the appropriate equipment.

Printed Materials

	<u>Per Student</u>	<u>Per Media Center</u>
Books	10	
Magazines		15-30
. provide an index to magazines		
. keep back issues 3-5 years		
Newspapers		1-2
. provide local, state and national coverage		
. at least one daily		
Information File		1
Community Resource File		1
Art Reproductions		appropriately represented
. can be a part of Information File		
. represent various artists, subjects, periods		
Globes		1+
. globes compatible with abilities and skills of students and subjects taught		
Maps		appropriately represented
. consider merits of overhead transparency maps		
Study Prints		appropriately represented
. includes charts, posters, graphs		

Nonprint Materials And Accompanying Equipment

A balance between printed and nonprint materials is basic. In order to determine their needs, schools should identify major units of study within the curriculum. These identified curricular areas represent the need for appropriate nonprint, as well as print, resources. Nonprint resources which should be appropriately represented include:

Materials

Audio Recordings
-disc and cassette tapes

Filmstrips
-silent and sound

Microforms (secondary schools)
-microfilm and microfiche

Slides (2" x 2")

Supporting Equipment

Record Players
Tape Recorders, cassette
Tape Players, cassette
earphones and jackboxes

Filmstrip Projectors
Filmstrip Viewers

Microform Readers
Microform Reader-Printers

Slide Viewers
Slide Projectors

Films, 16mm sound

16mm Film Projectors

Transparencies

Overhead Projectors

School Television Programs

Antenna and/or Cable Hook Up
Television Monitor/Receivers
with carts
Videocassette Recorder

Microcomputer Courseware

Microcomputer Systems,
including appropriate
furniture for use

Each school needs an AM/FM radio. Audiovisual carts and projection screens should be in sufficient quantities to facilitate the use of non-print resources. (White walls with matte finish may be used for projecting visuals).

Production Equipment

Any instructional programs requires a great number of locally produced or teacher-made materials that must be, for the most part, tailored to fit specific situations. For these special purposes, every school needs at least the basic equipment necessary for library/media professionals and teachers to prepare their own materials.

Materials To Be Produced

Production Equipment Needed

Laminated pictures and/or
mounted pictures

Dry-mount press; tacking
iron; paper cutter, 30"-36"
blade minimum; laminating
machine

Overhead transparencies
Slides without camera

Thermal copier; lettering
devices; large-letter
typewriter

Recording, audio

Tape recorder; microphone

2" x 2" slides, photographs

Instamatic camera (with
prefocused copystand,
preferred)

Programmed materials

Typewriter, standard;
duplicating machine, spirit
or mimeograph

Computer courseware

Computer system; blank
diskettes

School television programs,
recorded off air

Videocassette recorder;
blank videocassettes

Intramurals

Interested students in grades 4-12 will be able to participate in a wide range of intramural activities. The program is an extension of the physical education instructional program.

Sports Medicine

The sports medicine program is a support service available to all schools in North Carolina's public schools. The program provides services to persons involved in interscholastic athletics, intramurals, and physical education at the secondary level as well as students or teachers who need emergency medical services due to sudden illness or injury. Although athletic trainers are only required in the high schools, it is recommended provisions be made to provide students in the middle/junior high schools and elementary schools with treatment and conditioning programs. To accomplish this goal, it is suggested that the person in the middle/junior high schools involved with athletics, intramurals, and physical education be trained in basic first aid and CPR by the high school athletic trainer. It is further recommended that a minimum of two persons in each elementary school be trained in these important areas of emergency care.

IV. General Standards

Promotion Standards

The state will require mastery of specific competencies before a student is promoted from grades 3, 6, and 8. Meeting the state standards, however, does not guarantee promotion. A student must also meet local standards. All local school districts must develop their own promotion policies, submit them to the State Board of Education for information by August 1, 1986, and subsequently report any changes. The State Board of Education will develop a model promotion policy, which local boards may adopt at their discretion. The State Board of Education will, at the request of school districts developing their own policies provide them technical assistance. The State Board suggests that local units consider factors such as teachers' judgment, grades, attendance, and maturity in designing their policies.

The state standard will not apply to students already retained in the same grade span or certified as trainable mentally handicapped, educable mentally handicapped, or severely/profoundly mentally handicapped. Students otherwise handicapped may also be exempted according to standards and procedures developed by the State Board of Education.

The promotion standards and minimum competencies which follow are based upon the curriculum and courses of instruction listed and described in the Basic Education Program. One of the attributes of an effective curriculum is that it evolves as the needs of students change in order to meet the demands of a rapidly changing world. Therefore, standards of promotion and minimum competencies must also change if they are to continue to reflect the curriculum. The State Board of Education will modify state promotion standards and minimum competencies as necessary to be consistent with the standard course of study as described in the Basic Education Program. When the State Board of Education adds curricular areas to the Annual Testing Program, the Board shall add minimum competencies students should meet in these areas as a part of the promotion standards.

The state standard will be implemented in two phases:

Phase One. A student in grade 3, 6, or 8 who scores at or above the 25th percentile (total battery) in the Annual Testing Program meets the state standard and must then meet local requirements. A student who scores at the 24th percentile or below enters phase two.

Phase Two. In phase two, a student is tested for mastery of the competencies listed below on a test developed by the State Board of Education. Students who demonstrate mastery meet state standards and then must meet local requirements. Students who do not demonstrate mastery must be retained or attend a state-supported summer remediation program. In order to reduce retentions, the summer program will be available to all grades, K-12. Students

attending the summer program will be tested again at the end of the program. Those who demonstrate mastery will have met state standards and may be promoted if they have also met local requirements. Those who have not demonstrated mastery will be retained.

A student who is retained as a consequence of failing to meet State or local standards shall receive a comprehensive educational assessment. Findings of the assessment shall be used in determining the appropriate remediation goals and programs.

Local units shall develop special procedures to identify high risk students. The State Board of Education shall provide appropriate technical assistance in these efforts. High risk students are those who score at or below the 25th percentile on a standardized achievement test, or are judged by their teachers to be in danger of failing to achieve the minimum competencies specified by the State Board of Education. Emphasis should be placed on identifying high risk students at grades 1, 2, 5, and 7.

School personnel (including teachers, instructional support staff, and administrators) shall consider how the curriculum content and instructional methods may be modified within the regular classroom to benefit high risk students.

Minimum Competencies

Third Grade

Reading/Language Arts

1. Demonstrate mastery of vocabulary, word attack, and comprehension skills in basal readers through the second grade
2. Recognize the "who," "what," "when," "where," and main idea in an oral and written selection on second grade reading level
3. Spell correctly at least 50 words from a list of "basic" or "survival" words
4. Recognize and use complete sentences in written and oral forms
5. Identify subjects and predicates in sentences
6. Write at least three complete sentences related to a topic, using conventional subject-verb agreement and appropriate end marks of punctuation
7. Capitalize: first word in sentences, proper nouns, and the pronoun "I"
8. Recognize and write declarative and interrogative sentences using appropriate end marks of punctuation
9. Recognize and form legibly all the upper and lower case manuscript letters in sequence
10. Locate words in dictionary
11. Follow two-step oral and written directions in sequence
12. Participate appropriately in a group discussion as both a speaker and a listener
13. Perceive likenesses and differences between and among objects
14. Read independently a minimum of 4 books

Mathematics

1. Add three 1-digit numbers
2. Compare two numbers less than 100
3. Order numbers less than 1000
4. Add two 2-digit numbers, regrouping ones
5. Add a 1-digit number to a 2-digit number, regrouping ones
6. Add three 2-digit numbers, regrouping ones
7. Add two 3-digit numbers with no regrouping
8. Subtract two 2-digit numbers, regrouping tens
9. Subtract a 1-digit number from a 2-digit number, regrouping tens
10. Subtract two 3-digit numbers with no regrouping
11. Use addition or subtraction to solve word problems
12. Write the value of dollars, dimes, and pennies to \$9.99
13. Write the standard form for thousands, hundreds, tens, and ones
14. Use repeated addition to develop multiplication facts through 25 in horizontal form
15. Multiply two 1-digit numbers, using facts through 25
16. Use arrays to develop division facts through 25
17. Use 1-digit numbers as factors and divisors, using facts through 25
18. Use multiplication or division (facts through 25) to solve word problems

19. Tell time to the nearest quarter hour
20. Measure length to the nearest centimeter and inch
21. Understand fractional parts ($1/2$, $1/3$, $1/4$)
22. Identify cubes, cylinders, and spheres
23. Identify circles, triangles, squares, and rectangles

Sixth Grade

Reading/Language Arts

1. Demonstrate mastery of vocabulary, word attack and comprehension skills in basal readers through the fourth grade
2. Recognize the "who," "what," "when," "where," "why," and main idea in an oral and written selection on fourth grade reading level
3. Spell correctly at least 75 words from a list of "basic" or "survival" words
4. Recognize and use complete sentences in written and oral forms
5. Identify subjects and verbs in sentences
6. Write a paragraph in both the descriptive and clarification modes consisting of at least five complete sentences related to the topic, and using conventional grammar, punctuation, and capitalization
7. Capitalize: first word in sentences and quotes, proper nouns, the pronoun "I," and titles
8. Use correctly the following marks of punctuation: periods; question marks; exclamation points; apostrophes; commas after a person addressed, and "Yes" or "No" when they begin a sentence
9. Write legibly using both upper and lower case letters in manuscript and cursive forms
10. Locate and record information from a dictionary and an encyclopedia
11. Follow three-step oral and written directions in sequence
12. Participate appropriately in a group discussion as both a speaker and a listener
13. Collect and report information from viewing/observing
14. Read independently a minimum of 4 books

Mathematics

1. Write the standard form of a number up to billions
2. Compare numbers to millions
3. Add two 4- or 5-digit numbers with regrouping
4. Subtract two 4- or 5-digit numbers with regrouping
5. Multiply a 2-digit number or a 3-digit number by a 1-digit number, regrouping as necessary
6. Multiply a 3-digit number or a 2-digit number by a 2-digit number
7. Divide a 4- or 5-digit number by a 1-digit number with a zero in the quotient
8. Divide a 3- or 4-digit number by a 2-digit number
9. Estimate the sum, difference, product, and quotient of two numbers

10. Write decimals to thousandths
11. Add decimals to thousandths
12. Subtract decimals to thousandths
13. Write decimals greater than 1 using tenths and hundredths
14. Write the least common multiple of two numbers
15. Find the greatest common factor of two numbers
16. Write the simplest form for a fraction
17. Write a fraction or mixed number with denominator 10, 100, or 1,000 as a decimal and a decimal as a fraction
18. Multiply two fractions
19. Multiply a mixed number by a fraction, whole number or another mixed number
20. Multiply two decimal numbers
21. Multiply a decimal number by a whole number
22. Add fractions
23. Find the missing length for a similar figure
24. Compare two integers
25. Add, subtract, multiply, and divide two integers
26. Find the square root of a number using a table of square roots, a calculator, or an algorithm
27. Use the Pythagorean Theorem to determine the length of the hypotenuse of a right triangle
28. Read and interpret bar, line, circle, and picture graphs
29. Compute the actual distance between two towns when the scale and the distance between them are on a map
30. Solve a distance, rate, and time problem when given two of the three variables
31. Add, subtract, multiply, and divide to solve word problems

Eighth Grade

Language Arts

1. Demonstrate mastery of vocabulary, word attack, and comprehension skills on a fifth grade reading level
2. Recognize the "who," "what," "when," "where," "why," and main idea in an oral and written selection on fifth grade reading level
3. Identify and use synonyms, antonyms, and homonyms in oral and written forms
4. Recognize and use complete sentences, both simple and compound, in written and oral forms
5. Identify simple subjects, verbs, and direct objects in sentences
6. Write a paragraph in both the point-of-view and persuasive modes consisting of at least seven complete sentences related to the topic, and using conventional grammar, punctuation, and capitalization
7. Capitalize: first word in sentences and quotes, proper nouns and adjectives, the pronoun "I," and titles
8. Use correctly the following marks of punctuation: periods, question marks; exclamation points; apostrophes; quotation marks; commas after a person addressed, "Yes" or "No" when they begin a sentence, and a quote from the remainder of the sentence
9. Write legibly using both upper and lower case cursive letters

10. Locate and use information from several reference resources (i.e., dictionary, encyclopedia, charts, thesaurus, maps, globes, newspapers, atlas, guides, indexes, telephone book, almanacs)
11. Follow oral and written directions to complete a task
12. Present an oral report to the class in an organized manner
13. Collect and interpret in both oral and written forms information from observing
14. Read independently a minimum of 4 books

Mathematics

1. Write the standard form for numbers in expanded notation
2. Raise a whole number to a given power
3. Compare decimals and fractions
4. Add, subtract, multiply and divide whole numbers, fractions, mixed numbers, and decimals
5. Multiply or divide a decimal by a power of 10
6. Round a whole number to a designated place
7. Round a decimal to a designated place
8. Divide two decimals, rounding the quotient to the nearest tenth or hundredth
9. Estimate a sum, difference, product or quotient of two decimals
10. Write the prime factorization of a number
11. Write fraction, decimal, and percent equivalents
12. Find a percent of a number
13. Find the percent one number is of another number
14. Find the perimeter of a polygon
15. Find the circumference of a circle
16. Find the area of a circle, parallelogram, and trapezoid
17. Find the volume of a cylinder, cone, and sphere
18. Determine the solution to problems involving discounts, commissions, taxes, and simple interest
19. Find the mean, median, and mode of a group of numbers
20. Find the missing term of a proportion
21. Determine the difference between two times
22. Identify similar and congruent figures and name the corresponding parts
23. Add mixed numbers
24. Subtract fractions
25. Subtract mixed numbers
26. Divide a whole number or a fraction by a fraction
27. Divide a decimal number by a 1- or 2-digit whole number
28. Estimate the sum and difference of two decimal numbers
29. Solve word problems
30. Identify angles, parallel lines, and perpendicular lines
31. Identify right triangles, isosceles triangles, and equilateral triangles
32. Find the area of a rectangle and triangle
33. Find the volume of a cube and a rectangular solid
34. Use metric units for length, area, volume, mass and temperature
35. Use Customary units for length, area, volume, weight, and temperature

Instructional Time

Instructional time is that time during which students are assigned to a teacher for the primary purpose of instruction. Although instruction occurs during all times of the school day, regardless of the activity involved, this definition of the length of the instructional day does not include activities such as changing class, lunch, or pep rallies. Other assemblies are included in instructional time. Each school day must include at least five hours and 30 minutes of instructional time. School systems which, due to local circumstances, believe they need to deviate from the 5.5 hour day may request such an exemption. Local boards of education may deviate from this standard in providing education for kindergarteners and for handicapped children.

The school day consists of instructional time, lunch time, and time set aside for education-related activities. Although the instructional day will last a minimum of 5.5 hours, the length of the school day can be expected to vary from school district to school district, from school to school, and from student to student. This variation will result from students taking advantage of opportunities to participate in clubs, school plays, athletics, school newspapers, student government, and other educational activities not part of the instructional day.

High School Graduation Requirements

All students enrolled in public high school graduation programs must receive passing scores, as specified by State Board of Education policy, on one of three approved North Carolina Competency Tests in Mathematics and in Reading in order to graduate. The competency test is administered annually to students during their junior year in high school. Any student who fails all or part of the competency test receives remedial instruction and will have additional opportunities to take the test up to and including the last month of the twelfth grade.

Handicapped students may be exempted from taking the competency test, but must submit a written request for a waiver to the superintendent of the local school district in accordance with State Board of Education policy.

In addition to passing the minimum competency test, students must successfully complete 20 units of credit in grades 9 through 12 as specified by State Board of Education policy in order to graduate from high school. (Students graduating prior to the 1986-87 school year must successfully complete 18 units of credit.) The 20 units must include:

- four units in English
- two units in mathematics
- two units in social studies (one in government and economics and one in United States history)
- two units in science (one in a life science or biology and one in a physical science)
- one unit in physical education and health
- nine units to be determined by the local education agency

In addition to the State's graduation standards, local school units may adopt additional requirements or standards which students must also attain in order to graduate from high school.

V. Material Support

Instructional Materials

Funds for instructional supplies and materials will be allotted in the amount of \$25 in constant (1984) dollars for each student in average daily membership.

Instructional Equipment

An additional five dollars will be provided for each student in ADM for instructional equipment, including, but not limited to math and science, and also an additional five dollars for every student in ADM in grades 7-12 for vocational equipment in constant (1984) dollars.

Textbooks

Funds for textbooks will be allotted in the amount of \$20 in constant (1984) dollars for each student in average daily membership. A list of approved textbooks is included in the appendix.

Facility Program

Individual School Facilities

School facilities should provide an adequate environment to support all learning activities, functions and student services which make up the total school curriculum. Some characteristics of good school facilities are:

- . Safe - complies with North Carolina Building Codes for fire, health, and safety
- . Clean, sanitary
- . Adequate heating and ventilating systems
- . Adequate air conditioning systems (particularly in piedmont and coastal North Carolina)
- . Adequate lighting
- . Good acoustics
- . Aesthetically pleasing and conducive to learning
- . Accessible to handicapped persons
- . Suitable for use by the community
- . Flexible in design to allow for change in curriculum demands

Individual school facilities provide adequate space for programs as indicated below for elementary, middle/junior high, and high schools. The spaces described are for typical schools, but vary in size and nature according to the schools' expected membership and curriculum offerings. Some typical school spaces and their suggested sizes are:

Elementary Schools - 500-700 students - 90 square feet per student

ClassroomsSquare Footage

K-1	1,200
Grades 2-3	1,000
Grades 4-6	850
Music	1,000
Reading Lab	450
Mathematics Lab	450
Learning Disabled	450
Speech	200
Gifted & Talented Resource	450
Educable Mentally Handicapped Resource	450
Trainable Mentally Handicapped*	1,000
Project Room (Art, Science, Crafts, etc.)	1,200

Administration

Principal	250
Assistant Principal*	150
Secretary/Receptionist	400
Guidance - Individual or Small Groups	150
Health/Restrooms	300
Other Student Services	150
Workroom	300
Conference Room	300
Custodial Spaces	400
General Storage	1,500
Book Storage	1,000
Media - 4-6 square feet/student plus 1,200 support areas	
Dining Room - 1/3 X student body X 10 sq. ft.	
Kitchen	1,800
Playroom/Assembly	3,600
Teacher Lounge	500
Teacher Workroom	500
Circulation, Mechanical Rooms, Toilets, etc. @ 25% of total square footage	

Middle/Junior High Schools - 500-800 Students - 120 square feet per student

Regular	750
Science and Storage	1,200
Choral	1,200
Band	1,200
Reading Lab	450
Mathematics Lab	450
Speech	200
Educable Mentally Handicapped Resource	450
Trainable Mentally Handicapped*	1,200

*If required

Prevocational Education - (grades 7-8)

Occupational Information*	1,000
Service Laboratory*	1,500
Industrial Laboratory*	1,300
Business Laboratory*	1,500
Environmental Laboratory*	1,300

Vocational Education - (if 9th grade is included)

Industrial Arts*	2,950
(classroom 750, lab 2,000, storage 200)	
Agriculture*	2,800
(classroom 750, lab 1,850, storage 200)	
Consumer & Home Economics*	1,600
Health Occupation*	1,200
Marketing and Distributive Education*	1,000
Business Education*	1,400
Typewriting, Keyboarding, introduction to computers, introduction to business	1,200
Drafting*	1,000

Administration

Principal	300
Assistant Principal	200
Secretary/Receptionist	400
Guidance/Receptionist	300
Health and Toilets	400
Other Student Services	200
Workroom/storage	400
Conference Room	300
Custodial Spaces	500
General Storage	1,500
Book Storage	2,000
Media - 4-6 sq. ft./student plus 2,000 support services	
Audio Visual Viewing	600
Dining Room - 1/3 x student body x 12 sq. ft.	
Kitchen	2,000
Teacher Lounge	800
Teacher Workroom	800
Gymnasium/Locker Room/Offices	10,000
Teaching Theater	2,000
Commons	1,500
Circulation, Mechanical, Toilets, etc. @ 30% of total square footage	

High Schools - 800-1,200 Students - 140 sq. ft. per student

Regular	750
Science/Storage	1,500
Choral	1,200

*If required

<u>Classrooms</u>	<u>Square Footage</u>
Band	1,500
Reading Lab	450
Mathematics Lab	450
Speech	200
Educable Mentally Handicapped Resource	450
Trainable Mentally Handicapped*	1,200
Art	1,500
Dramatics	1,000
Typing	1,200
Home Economics	1,400
Marketing & Distributive Education*	1,200
Health Occupations*	1,200
Industrial Arts*	2,000
Auto Mechanics*	2,000
Agriculture*	2,000
Machine Shops*	2,000
Construction*	3,000
Business & Office Education*	1,200
Computer Lab	1,000
Drafting*	1,000
<u>Administration</u>	
Principal	400
Assistant Principal	300
Secretary/Receptionist	400
Secretary	200
Guidance/Receptionist	400
Health/Restrooms	400
Other Student Services	200
Workroom/Storage	400
Conference Room	300
Record Storage	100
Custodial Spaces	500
General Storage	1,500
Book Storage	2,000
Media - 4-6 sq. ft./student + 2,000 support services	
Dining Room - 1/3 x student body x 12 sq. ft.	
Kitchen	2,500
Teacher Lounge	800
Teacher Workroom	800
Gymnasium/Locker Room/Offices	20,000
Auxiliary Gym	3,600
Auditorium - largest class x 8 sq. ft. per student + 4,000 sq. ft. for stage/dressing/storage	
Commons	2,000
Student Offices	2,000
Circulation, Mechanical Rooms, Toilets, etc. @ 30% of total square footage	

*If required

School Sites

School sites must provide adequate space for the location of buildings, access between and among these and to the street and drives for buses, autos, and pedestrians. Like school buildings, sites are also

*If required places for learning and must provide for physical activities, athletics, and environmental and aesthetic experiences. Some characteristics of good school sites are:

- . Safe, protected from major highways, railroads, or other traffic hazards
- . Attractive both naturally and by design
- . Good landscaping and site development to allow maximum use and safe, efficient traffic flow for pedestrians, automobiles, and buses
- . Free from erosion or flooding
- . Paved drives, parking areas, sidewalks, and bus loading areas
- . Exterior lighting
- . Physical education equipment and play areas
- . Physical education fields--paved and grassed
- . Athletic fields
- . Spectator accommodations
- . Widely accepted, minimum site acreage as recommended by the Council of Educational Facility Planners as indicated below:

Elementary - Ten acres plus one acre for each 100 students

Middle School/Junior High - Twenty acres plus one acre for each 100 students

High School - Thirty acres plus one acre for each 100 students plus 10 acres for an athletic complex

Equipment

Adequate equipment is needed to support the instructional program and provide essential services. Typically, equipment includes chairs, desks, science equipment, vocational tools and equipment, library furniture, typewriters, copying machines, maps, globes, computers, bookcases, printing equipment, movable storage closets, televisions, projectors, record players, tape recorders, reading machines, dining room furniture, aquariums, terrariums, animal cages, physical education equipment, athletic equipment, and food service equipment.

For planning purposes, many estimate that initial capitol outlay equipment should represent approximately ten percent of the building's cost.

Board Of Education Office

Adequate facilities are needed for the superintendent and his staff. Some characteristics of good board of education office facilities are:

- . An attractive, landscaped site in an appropriate neighborhood

- . Paved parking lots, drives, and sidewalks
- . Adequate parking for staff and visitors
- . Offices for the central staff, bookkeeping and record storage
- . An attractive, functional board room with capacity for typical audiences
- . Professional and curriculum library
- . Print shop
- . Mail room
- . Staff lounge
- . Facilities for audio visual equipment, materials and their maintenance

Maintenance Shop

A maintenance facility is needed to facilitate the unit's maintenance program. Some characteristics of a good maintenance facility are:

- . Adequate acreage for parking maintenance vehicles, and staff's personal vehicles; adequate acreage for storing maintenance equipment and supplies
- . Appropriate shops, i.e., cabinetmaking, plumbing, heating, glass, electrical, hardware, welding, roofing, landscaping, etc.

Transportation Garage

County boards of education need an adequate facility to maintain and operate the school buses in the county including those serving the city school districts, where applicable. Some characteristics of good transportation facilities are:

- . Adequate site for storing buses and maintenance facilities, preferably in a fenced area
- . Storage for parts, fuel, tires, batteries, etc.
- . Repair bays - mechanical, body and tire service
- . Wash rack
- . Paint bay
- . Battery charging and service area

School Food Service Office And Storage

Many boards of education have central facilities to support the food service program. These facilities include offices for management, clerical and bookkeeping personnel. Space is provided for receiving food stuffs, materials and equipment, for storing both dry and refrigerated food, and for making final distribution to the schools. The site also provides for parking and vehicular access, particularly for large trucks and vans delivering in quantity.

VI. Staffing

A. District Level Staffing

1. Superintendents - One for each LEA
2. Assistant or Associate Superintendents - Positions will be allotted as follows:

<u>ADM</u>	<u>Number of Positions</u>
0 - 1,999	1
2,000 - 4,999	2
5,000 - 9,999	3
10,000 or above	4
each additional 10,000 above 19,999	1

3. Finance Officer - One position will be allotted for each LEA
4. Psychologists - One for every 2,000 students in ADM, at least one per county
5. School Social Workers - One for every 2,500 students in ADM, at least one per county
6. School Nurses - One for every 3,000 students in ADM, at least one per county
7. Instructional Supervisors - Positions will be allotted as follows:

<u>ADM</u>	<u>Number of Positions</u>
0 - 1,999	1
2,000 - 4,999	2
5,000 - 9,999	3
10,000 - 14,999	4
each additional 5,000	1

8. Math, Science and Computer Science Teachers (Special allotment of 100 teachers) - One for each county
9. Maintenance Supervisors - One for each LEA
10. Secretaries/Clerical Support (Central Office) - Positions will be allotted as follows:

<u>ADM</u>	<u>Number of Positions</u>
0-1,999	3
Each additional 1,000	1

11. Maintenance Workers - One position for every 400 students in ADM

12. Transportation Supervisors - One for each county
 13. Child Nutrition Supervisors - One for each LEA
 14. Transportation Workers - Allotment to be determined based on demonstrated need, including the approved number of school buses in operation during the school year.
- B. School Level Staffing (All positions in this section are assigned at the school level. Some are allotted, however, based on district-wide ADM; others by school.)*

By District ADM:

1. Classroom Teachers (The following ratios are needed to maintain appropriate class sizes.)
 - K-3: One teacher for every 20 ADM
 - 4-6: One teacher for every 22 ADM
 - 7-8: One teacher for every 21 ADM
 - 9-12: One teacher for every 24.5 ADM
 - Handicapped, K-12: One for every 22 certified ADM
 - Academically Gifted, K-12: One teacher for every 80 certified ADM
 - Pregnant: One teacher for every 20 certified ADM
 - Summer, K-12: One teacher for every 15 ADM (not to exceed 10% of school year ADM)
 - Vocational Education, 7-12: One teacher for every 95 ADM
2. Instructional Aides
 - K-3: One for every 23 ADM
3. Counselors - One position for every 400 students in ADM
4. Media Specialists (librarians) - One position for every 400 students in ADM
5. Assistant Principals - One position for every 700 students in ADM
6. Custodians - One 12-month position for every 216 students in ADM
7. Instructional, Lab, or Clerical Aides - One position for every 285 students in ADM
8. School Secretaries - One position for every 375 students in ADM

*Recommended classroom teacher ratios are currently being tested by a number of school principals throughout the State to determine their adequacy for scheduling the Basic Education Program.

By School:

9. Principals - One for every school with at least seven (7) state allotted teachers or 100 students in ADM, unless the State Board of Education determines that special circumstances warrant allotment of a principal to a smaller school.
10. Athletic Trainers - One for every high school
11. In-School Suspension Teacher - One for each school in grades 7-12

GRADE ONE

Handwriting (1979-84-85)

Creative Growth With Handwriting, Book 1, 2E(paper)
Imaginary Line Handwriting: Going Forward,
Text Ed.(paper)

Reading (1980-85)

Basics in Reading Series:

Puppy Paws, PP1(paper)
Jumping Jamboree, PP2(paper)
No Cages, Please, PP3(paper)
Dragon Wings, P
Calico Caper, 1

Bookmark Reading Program Series:

Sun Up, PP1(paper)
Happy Morning, PP2(paper)
Magic Afternoon, PP3(paper)
Sun and Shadow, P
Together We Go, 1

Houghton Mifflin Reading Series:

Rockets, PP1(paper)
Surprises, PP2(paper)
Footprints, PP3(paper)
Honeycomb, P
Cloverleaf, 1

Pathfinder: Allyn and Bacon Reading Program Series:

Rides and Races, PP1, L6(paper)
High Wires and Wigs, PP2, L7(paper)
Surprises and Prizes, PP3, L8(paper)
Upside and Down, P, L9
Inside and Out, 1, L10

Rand McNally Reading Program,

Young America Basic Series:

Little Pig, PP1, L2(paper)
C. A. Zoo and Kangaroo, PP2, L3(paper)
Lost and Found, PP3, L4(paper)
Magic Rings and Funny Things, P, L5
Red Rock Ranch, 1, L6

Reading 720 Series, Rainbow Edition:

A Pocketful of Sunshine, PP1, L2(paper)
A Duck Is a Duck, PP2, L3(paper)
Helicopters and Gingerbread, PP3, L4(paper)
May I Come In?, 1, L5

Arts Education

Art (1982-89)

Art: Meaning, Method, and Media, Book 1, T.E., RV
Music (1982-89)

The Music Book, Grade 1, Tea.Ref.Bk.(paper)

Silver Burdett Music, Grade 1, T.E.(paper)

Language (1978-83-84-85)

Language for Daily Use, Blue, L1, T.E.,
Explorer Ed.(paper)

Listening, Reading, and Talking, T.E.(paper)

Our Language Today, LA, T.E.(paper)

Spectrum of English, Red, L1, T. E.(paper)

Mathematics (1982-86)

[Consumable Texts]

Harper and Row Mathematics, Grade 1(paper)
Heath Mathematics, Grade 1(paper)
Holt Mathematics, Grade 1(paper)
Mathematics, Grade 1(paper)
Mathematics In Our World, Grade 1, 3E(paper)
Scott, Foresman Mathematics, Grade 1(paper)

Science (1980-85)

Accent on Science, L1, T.A.E.(paper)
Concepts in Science, Blue, L1, T.E., Curie
Edition(paper)
Gateways to Science, L1, T.E.(paper)
Holt Elementary Science, Book 1, T.E.(paper)

Social Studies (1983-88)

At School
Families and Neighborhoods
Meeting People
People
You and Me

GRADE TWO

Handwriting (1979-84-85)

Creative Growth With Handwriting, Book 2, 2E(paper)
Creative Growth With Handwriting, Book 2,
Transition, 2E(paper)
Imaginary Line Handwriting: Writing On
(Manuscript), Text Ed.(paper)
Imaginary Line Handwriting: Changing Step
(Transitional), Text Ed.(paper)

Reading (1980-85)

Basics in Reading Series:

Daisy Days, 2-1
Hootenanny, 2-2

Bookmark Reading Program Series:

World of Surprises, 2-1
People and Places, 2-2

Houghton Mifflin Reading Series:

Sunburst, 2-1
Tapestry, 2-2

Pathfinder: Allyn and Bacon Reading Program Series:

Moon Magic, 2-1, L11
Riding Rainbows, 2-2, L12

Rand McNally Reading Program,

Young America Basic Series:

Boxcars and Bottle Caps, 2-1, L7
Cartwheels and Caterpillars, 2-2, L8

Reading 720 Series, Rainbow Edition:

One to Grow On, 2-1, L6
The Dog Next Door and Other Stories, 2-2, L7

Spelling (1979-84-85)

Basic Goals in Spelling, Grade 2, 5E
Growth in Spelling, Level 2
Spell Correctly, Grade 2
Spelling: Words and Skills, Grade 2

Arts Education

Art (1982-89)

Art: Meaning, Method, and Media, Book 2, RV
Music (1982-89)
The Music Book, Grade 2
Silver Burdett Music, Grade 2

Language (1978-83-84-85)

Language for Daily Use, Red, L2, T.E.
Explorer Ed. (paper)
Listening, Reading, Talking, and Writing, T.E.
(paper)
Our Language Today, L3, T.E. (paper)
Spectrum of English, Blue, L2, T.E. (paper)

Mathematics (1981-86)

[Consumable Texts]

Heath Mathematics, L2 (paper)
Holt Mathematics, Grade 2 (paper)
Mathematics, Book 2 (paper)
Mathematics In Our World, Book 2, 3E (paper)
Scott, Foresman Mathematics, Grade 2 (paper)

Science (1980-85)

Accent on Science, L2
Concepts in Science, Red, L2, Curie Edition
Gateways to Science, L2
Holt Elementary Science, Book 2

Social Studies (1983-88)

Going Places
Here We Are
In Neighborhoods
Neighborhoods
Neighborhoods and Communities

GRADE THREE

Handwriting (1979-84-85)

Creative Growth With Handwriting, Book 3
Transition, 2E (paper)
Imaginary Line Handwriting: New Skills
(Beginning Cursive), Text Ed. (paper)

Reading (1980-85)

Basics in Reading Series:
Ride a Rainbow, 3-1
Step Right Up!, 3-2
Bookmark Reading Program Series:
Widening Circles, 3-1
Ring Around the World, 3-2
Houghton Mifflin Reading Series:
Windchimes, 3-1
Passports, 3-2
Pathfinder: Allyn and Bacon Reading Program Series:
Sunshine Days, 3-1, L13
Handstands, 3-2, L14
Rand McNally Reading Program,
Young America Basic Series:
Moonbeams and Microscopes, 3-1, L9
Telephones and Tangerines, 3-2, L10
Reading 720 Series, Rainbow Edition:
How It Is Nowadays, 3-1, L8
Inside Out, 3-2, L9

Spelling (1979-84-85)

Basic Goals in Spelling, Grade 3, 5E
Growth in Spelling, Level 3
Spell Correctly, Grade 3
Spelling: Words and Skills, Grade 3

Arts Education

Art (1982-89)

Art: Meaning, Method, and Media, Book 3, RV
Music (1982-89)
The Music Book, Grade 3
Silver Burdett Music, Grade 3

Language (1978-83-84-85)

Adventures in English, 2E
Language for Daily Use, Green, L3, Explorer Ed.
Our Language Today, LC
Spectrum of English, Yellow, L3

Mathematics (1981-86)

Heath Mathematics, L3
Holt Mathematics, Grade 3
Mathematics, Book 3
Mathematics In Our World, Book 3, 3E
Scott, Foresman Mathematics, Grade 3

Science (1980-85)

Accent on Science, L3
Concepts in Science, Green, L3, Curie Edition
Gateways to Science, L3
Holt Elementary Science, Book 3

Social Studies (1983-88)

Communities
Communities
Communities and Resources
In Communities
Our Land

GRADE FOUR

Handwriting (1979-84-85)

Creative Growth With Handwriting, Book 4, 2E (paper)
Imaginary Line Handwriting: Carry On,
Text Ed. (paper)

Reading (1980-85)

Building Bridges, Skills Reader, 4
Flying Hoofs, 4
A Lizard to Start With, 4, L10, Rainbow Edition
Many Voices, Literature Reader, 4
Medley, 4
Person to Person, L15/Free Rein, L16
Twirling Parallels, 4, L11

Spelling (1979-84-85)

Basic Goals in Spelling, Grade 4, 5E
Growth in Spelling, Level 4
Spell Correctly, Grade 4
Spelling: Words and Skills, Grade 4

Arts Education

Art (1982-89)

Art: Meaning, Method, and Media, Book 4, RV
Music (1982-89)
The Music Book, Grade 4
Silver Burdett Music, Grade 4

Language (1978-83-84-85)

Language for Daily Use, Brown, L6, Explorer Ed.
Our Language Today, LF
Progress in English, 2E
Spectrum of English, Gold, L6

Mathematics (1981-86)

Heath Mathematics, L6
Holt Mathematics, Grade 6
Mathematics, Book 6
Mathematics In Our World, Book 6, 3E
Scott, Foresman Mathematics, Grade 6

Science (1980-85)

Accent on Science, L6
Concepts in Science, Brown, L6, Curie Edition
Gateways to Science, L6
Holt Elementary Science, Book 6

Social Studies (1983-88)

The Eastern Hemisphere
Europe, Africa, Asia, and Australia
Nations of the World
The World
The World Now and Then

GRADE SEVEN

Reading (1980-85)

Encore, 7
Exploring Paths, Skills Reader, 7
Purpose In Literature: Medallion Edition of
America Reads
Rally: A Reading Program, LA(paper) ***
Set of four titles as follows:
Nature's Wonders
Known and Unknown
Turning Points
In Action
Sightings, 7, L14
To Make a Difference, 7, L14
Vistas: A Reading Achievement Program(paper): **
Level One ***
Set of two titles as follows:
Horizons
Summits
Level Two ***
Set of two titles as follows:
Tempos
Paces
Level Three ***
Set of two titles as follows:
Networks
Patterns
With the Works, 7

Spelling (1979-84-85)

Basic Goals in Spelling, Grade 7, 5E
Growth in Spelling, Level 7
Spell Correctly, Grade 7
Spelling: Words and Skills, Grade 7

Arts Education

Art (1982-89)
Art: Discovering and Creating
Art In Your World
Music (1982-89)
The Music Book, Grade 7
Silver Burdett Music, Grade 7

French (1983-90)

Et Vous?
Le Francais: Commencons, 2E

Spanish (1983-90)

Espanol: Comencemos, 3E
Spanish For Mastery: Bienvenidos

Health (1979-84-85)

You and Your Health, Grade 7

Language (1978-83-84-85)

Basic Language: Messages and Meanings I
Growth in English, 2E
Modern English in Action, 7
Warriner's English Grammar and Composition,
First Course, Heritage Ed.

Mathematics (1981-86)

Heath Mathematics, L7
Holt Mathematics, Grade 7
Mathematics, Book 7
Mathematics: Essentials and Applications, Course 1
Mathematics In Our World, Book 7, 3E
Mathematics: Structure and Method, Course 1
Scott, Foresman Mathematics, Grade 7

Consumer and Homemaking (1979-84-85) **

Exploring Homemaking and Personal Living, 4E
Today's Teen, RV

Industrial Arts (1983-90) **

Basic Industrial Arts: Electricity/Metalworking/
Drafting/Woodworking
Basic Industrial Arts: Plastics/Graphic Arts/Power
Mechanics/Photography
General Industry, 2E
Manufacturing: A Basic Text For Industrial Arts

Life Science (1980-85)

Focus on Life Science
Holt Life Science
Life Science
Life Science
Life Science: Ideas and Investigations in
Science, 2E

Social Studies (1983-88)

The African and Asian World
Civilizations of the Past: Peoples and Cultures
The New Exploring the Non-Western World
People, Places, and Change
World Views

Health (1979-84-85)

You Learn and Change, Orange, Grade 4
You and Your Health, Grade 4

Language (1978-83-84-85)

Exploring in English, 2E
Language for Daily Use, Orange, L4, Explorer Ed.
Our Language Today, LD
Spectrum of English, Purple, L4

Mathematics (1981-86)

Heath Mathematics, L4
Holt Mathematics, Grade 4
Mathematics, Book 4
Mathematics In Our World, Book 4, 3E
Scott, Foresman Mathematics, Grade 4

Science (1980-85)

Accent on Science, L4
Concepts in Science, Orange, L4, Curie Edition
Gateways to Science, L4
Holt Elementary Science, Book 4

Social Studies (1983-88)

The People of North Carolina

GRADE FIVE

Handwriting (1979-84-85)

Creative Growth With Handwriting, Book 5, 2E (paper)
Imaginary Line Handwriting: Think and Write,
Text Ed. (paper)

Reading (1980-85)

Changing Scenes, Literature Reader, 5
Fins and Tales, 5
Keystone, 5
Majesty and Mystery, L17/Standing Strong, L18
Reaching Out, Skills Reader, 5
Soaring Plateaus, 5, L12
Tell Me How the Sun Rose, 5, L11, Rainbow Edition

Spelling (1979-84-85)

Basic Goals in Spelling, Grade 5, 5E
Growth in Spelling, Level 5
Spell Correctly, Grade 5
Spelling: Words and Skills, Grade 5

Arts Education

Art (1982-89)

Art: Meaning, Method, and Media, Book 5, RV
Music (1982-89)
The Music Book, Grade 5
Silver Burdett Music, Grade 5

Health (1979-84-85)

Balance in Your Life, Purple, Grade 5
You and Your Health, Grade 5

Language (1978-83-84-85)

Discovery in English, 2E
Language for Daily Use, Purple, L5, Explorer Ed.
Our Language Today, LE
Spectrum of English, Green, L5

Mathematics (1981-86)

Heath Mathematics, L5
Holt Mathematics, Grade 5
Mathematics, Book 5
Mathematics In Our World, Book 5, 3E
Scott, Foresman Mathematics, Grade 5

Science (1980-85)

Accent on Science, L5
Concepts in Science, Purple, L5, Curie Edition
Gateways to Science, L5
Holt Elementary Science, Book 5

Social Studies (1983-88)

Journeys Through the Americas
Our United States
The United States and Its Neighbors
The United States and the Other Americas

GRADE SIX

Handwriting (1979-84-85)

Creative Growth With Handwriting, Book 6, 2E (paper)
Imaginary Line Handwriting: Ventures, Text Ed.
(paper)

Reading (1980-85)

Impressions, 6
Measure Me, Sky, 6, L12 (Basic), Rainbow Edition
Mountains Are For Climbing, 6, L13
(Enrichment or Alternate Level), Rainbow Ed.
Moving Forward, Skills Reader, 6
Racing Stripes, 6
Shifting Anchors, 6, L13
Timeless Voyages, Literature Reader, 6
The Widening Path, L19/Time and Beyond, L20

Spelling (1979-84-85)

Basic Goals in Spelling, Grade 6, 5E
Growth in Spelling, Level 6
Spell Correctly, Grade 6
Spelling: Words and Skills, Grade 6

Arts Education

Art (1982-89)

Art: Meaning, Method, and Media, Book 6, RV
Music (1982-89)
The Music Book, Grade 6
Silver Burdett Music, Grade 6

Health (1979-84-85)

Toward Your Future, Brown, Grade 6
You and Your Health, Grade 6

GRADE EIGHT

Reading (1980-85)

Accents, 8
Batter Up!, 8
Expanding Horizons, Skills Reader, 8
Gifts of Promise, 8, LL5
Literature and Life: Medallion Edition of
America Reads
Rally: A Reading Program, LB(paper): ***
Set of four titles as follows:
Nature's Frontiers
Present and Future
Crossroads
On the Move
Soundings, 8, LL5

Spelling (1979-84-85)

Basic Goals in Spelling, Grade 8, 5E
Growth in Spelling, Level 8
Spell Correctly, Grade 8
Spelling: Words and Skills, Grade 8

Arts Education

Art (1982-89)
Art: Choosing and Expressing
Art: Your Visual Environment
Crafts: Illustrated Designs and Techniques
Music (1982-89)
The Music Book, Grade 8
Silver Burdett Music, Grade 8

French (1983-90)

Le Francais: Continuons, 2E
Nous Tous

Spanish (1983-90)

Espanol: Sigamos, 3E
Spanish For Mastery: Dia a Dia

Health (1979-84-85)

You and Your Health, Grade 8

Language (1978-83-84-85)

Basic Language: Messages and Meanings II
Modern English in Action, 8
Power in English, 2E
Warriner's English Grammar and Composition,
Second Course, Heritage Ed.

Mathematics (1981-86)

Heath Mathematics, 18
Holt Mathematics, Grade 8
Mathematics, Book 8
Mathematics: Essentials and Applications, Course 2
Mathematics In Our World, Book 8, 3E
Mathematics: Structure and Method, Course 2
Scott, Foresman Mathematics, Grade 8

Earth Science (1980-85)

Earth Science
Earth Science: Ideas and Investigations in
Science, 2E
Focus on Earth Science
Holt Earth Science

Social Studies (1983-88)

North Carolina: The History of An American State

ARTS EDUCATION

Music Survey

Appreciation and Survey of Music (1979-84-85)
Politoake. Music

Choral (1979-84-85)

Barber. ABC Choral Art Series(paper):
Volume I
Volume II
Volume III
Volume IV

Theory (1979-84-85)

Andrews. Beginning Music Theory, A Programmed Text(paper)

Visual Arts

Art Appreciation and History (1981-86)

Horn. Art For Today
Richardson. Art: The Way It Is, 2E(paper)
Feldman. Varieties of Visual Experience, 2E(paper)

Studio (1981-86)

Hubbard. Art: Choosing and Expressing
Simmons. Drawing: The Creative Process
Craven. Object and Image: An Introduction to Photography, 2E

FOREIGN LANGUAGE

French I (1983-90)

Valette. French For Mastery: Salut, Les Amis!, 2E
Lutz. Nos Amis
Valdman. Son et Sens

French II (1983-90)

Valette. French For Mastery: Tous Ensemble, 2E
Lutz. Le Monde des Jeunes
Valdman. Scenes et Sejours

French III (1983-90)

Valette. C'est Comme Ca(paper)
Valdman. Promenades et Perspectives

Latin I (1979-84-85)

Jerney. First Year Latin
Hines. Our Latin Heritage, Book I, Harbrace Ed.

Latin II (1979-84-85)

Hines. Our Latin Heritage, Book II, Harbrace Ed.
Jenney. Second Year Latin

Latin III (1979-84-85)

Hines. Our Latin Heritage, Book III, Harbrace Ed.

Spanish I (1983-90)

Griffith. Gurrros y Chocolate, L1
Heptner. Nueva Vista
Sandoval. Nuestros Amigos
Valette. Spanish For Mastery 1

Spanish II (1983-90)

Sandoval. El Mundo de la Juventud
Griffith. Plazas y Paisajes, L2
Valette. Spanish For Mastery 2
Heptner. Vista Hispanica

Spanish III (1983-90)

Jarvis. Basic Spanish Grammar
Heptner. Multivista Cultural
Griffith. Salsa y Salero, L3

German I (1983-90)

Kraft. Deutsch: Aktuell 1
Moeller. German Today 1, 3E
Winkler. Unsere Freunde

German II (1983-90)

Kraft. Deutsch: Aktuell 2
Winkler. Die Welt Der Jugend
Moeller. German Today 2, 3E

German III (1983-90)

Winkler. Auf Dem Wege!, Review Grammar, Advanced Level
Moeller. Blickpunkt Deutschland, 2E

HEALTH

Health Education (1979-84-85)

Haag. Focusing on Health, RV
Diehl. Health and Safety For You, 4E
Otto. Modern Health

LANGUAGE ARTS

English

Language and Composition I (1982-89)

- Guth. American English Today: The Tools of English, 3E
Littell. Basic Skills in English, Book 3
Warriner. English Grammar and Composition, Third Course, Franklin Ed.
Bauer. Grammar and Composition, Level 3
Loban. Grammar and Writing, Grade 9
Christ. Modern English in Action, Grade 9

Language and Composition II (1982-89)

- Guth. American English Today: The World of English, 3E
Littell. Basic Skills in English, Book 4
Warriner. English Grammar and Composition, Fourth Course, Franklin Ed.
Bauer. Grammar and Composition, Level 4
Loban. Grammar and Writing, Grade 10
Christ. Modern English in Action, Grade 10

Language and Composition III (1982-89)

- Guth. American English Today: The Uses of Language, 3E
Littell. Basic Skills in English, Book 5
Warriner. English Grammar and Composition, Fifth Course, Franklin Ed.
Bauer. Grammar and Composition, Level 5
Loban. Grammar and Writing, Grade 11
Christ. Modern English in Action, Grade 11

Language and Composition IV (1982-89)

- Guth. American English Today: Our Changing Language, 3E
Littell. Basic Skills in English, Book 6
Warriner. English Grammar and Composition, Complete Course, Franklin Ed.
Bauer. Grammar and Composition, Level 6
Loban. Grammar and Writing, Grade 12
Christ. Modern English in Action, Grade 12

Writing (1982-89)

- Guth. Advanced Composition, 2E(paper)
Guth. Basic Composition 1, 2E(paper)
Guth. Basic Composition 2, 2E(paper)
West. Developing Writing Skills, 3E
Payne. The Lively Art of Writing: Developing Structure
Payne. The Lively Art of Writing: Effecting Style
Payne. The Lively Art of Writing: Understanding Forms
Roberts. Thinking and Writing About Literature

Literature Anthologies I (1979-84-85)

- Farrell. Arrangements in Literature: Medallion Edition of America Reads
Niles. Gallery: Signal Series
Carlsen. Insights: Themes and Writers Series, 3E
Cline. New Voices 1: Literature, Language and Composition
McFarland. Viewpoints: Focus on Literature

Literature Anthologies II (1979-84-85)

- Carlsen. Encounters: Themes and Writers Series, 3E
McFarland. Forms: Focus on Literature
Cline. New Voices 2: Literature, Language and Composition
Niles. Nova: Signal Series
Miller. Question and Form in Literature: Medallion Edition of America Reads

Literature Anthologies III (1979-84-85)

- Niles. Album: Signal Series
McFarland. America: Focus on Literature
Carlsen. American Literature: Themes and Writers Series, 3E
Cline. New Voices 3: Literature, Language and Composition
Miller. U. S. in Literature, With the Glass Menagerie: Medallion Edition of America Reads
Miller. U. S. in Literature, With I Never Sang For My Father: Medallion Edition of America Reads

Literature Anthologies IV (1979-84-85)

- Carlsen. British and Western Literature: Themes and Writers Series, 3E
McDonnell. England in Literature, With Hamlet: Medallion Edition of America Reads
McDonnell. England in Literature, With Macbeth: Medallion Edition of America Reads
McFarland. Ideas: Focus on Literature
Niles. Latitude: Signal Series
Cline. New Voices 4: Literature, Language and Composition

Literature [Reading] (1979-84-85)

- Hipple. Allyn and Bacon Literature Series(paper):
Classic American Short Stories
Stories of Youth and Action
Tales of Mystery and Suspense
Twentieth Century American Short Stories
Smith. Be A Better Reader Series, Basic Skills Edition(paper):

Level A
Level B
Level C
Level D
Level E
Level F
Level G
Level H
Level I

- Teplitsky. Walk In My Shoes Series(paper):
Are You With Me?
Cities/U.S.A.
Escape Routes
Fair/No Fair
Ins and Outs
It's a Free Country
Something of Value
To Be Somebody

Literature Special Interest Courses

Biblical Literature (1979-84-85)

Ackerman. The Bible As/In Literature(paper)

Drama (1979-84-85)

Franklin. Rehearsal, 5E

Journalism (1979-84-85)

Adams. Press Time, 3E

Mythology (1979-84-85)

Herzberg. Myths and Their Meaning(paper)

Science Fiction (1979-84-85)

Farrell. Science Fact/Fiction(paper)

Speech (1979-84-85)

Wilkinson. Speaking of . . . Communication/
Interpretation/Theater

Kemp. Speech, An Important Skill

MATHEMATICS

Advanced Mathematics

Advanced Mathematics (1981-86)

Coxford. Advanced Mathematics: A Preparation
For Calculus, 2E

Swokowski. Fundamentals of College Algebra, 4E

Yunker. Merrill Advanced Mathematical Concepts

Wooton. Modern Analytic Geometry

Dolciani. Modern Introductory Analysis

Coxford. Trigonometry

Calculus (1981-86)

Thomas. Elements of Calculus and Analytic
Geometry

Swokowski. Elements of Calculus With Analytic
Geometry

Probability and Statistics (1981-86)

Levin. Applied Elementary Statistics

Algebra

Introductory Algebra (1981-86)

Denholm. Elementary Algebra,
Part 1, New Edition

Part 2, New Edition

Nichols. Holt Pre-Algebra

Jacobs. Introductory Algebra,

One, 3E

Two, 3E

Algebra I (1981-86)

Payne. Algebra One, 3E

Dolciani. Algebra: Structure and Method, Book 1

Foster. Merrill Algebra One

Algebra II (1981-86)

Dolciani. Algebra and Trigonometry: Structure
and Method, Book 2

Payne. Algebra Two With Trigonometry, 3E

Foster. Merrill Algebra Two With Trigonometry

Consumer Mathematics (1981-86)

Bolster. Consumer and Career Mathematics

Fairbank. Mathematics For the Consumer, 3E

Price. Mathematics For Today's Consumer,
With Career Applications

General Mathematics (1981-86)

Shaw. General Math 1

Keedy. General Mathematics: A Fundamentals
Approach

Bragg. General Mathematics: Skills and
Applications

Price. Mathematics For the Real World

Bolster. Mathematics In Life

Stein. Refresher Mathematics, 7E

Geometry (1981-86)

Jurgensen. Geometry, New Edition

Nichols. Holt Geometry

Foster. Merrill Geometry

Hirsch. Scott, Foresman Geometry

Applied Trades Mathematics (1981-86)

Lyng. Career Mathematics: Industry and the
Trades

Rogers. Mathematics For Trade and Industrial
Occupations(paper)

VOCATIONAL EDUCATION

Agricultural Education

Agricultural Mechanics (1983-90)

Colvin. Electrical Wiring, 2E(paper)

Phipps. Mechanics in Agriculture, 3E

Crouse. Small Engine Mechanics, 2E(paper)

Turner. Small Engines, Care and Operation,
Volume 1(paper)

Turner. Small Engines, Maintenance and Repair,
Volume 2(paper)

Agricultural Production (1983-90)

Lee. Agribusiness Procedures and Records(paper)

Long. Introduction to Agribusiness Management
(paper)

Bundy. Livestock and Poultry Production, 5E

Wakeman. Modern Agricultural Mechanics

Boone. Producing Farm Crops, 3E

Forestry (1983-90)

Collins. Elementary Forestry
Anderson. Forest and Forestry, 3E
Bromley. Pulpwood Production, 3E

Homestead and Gardening Skills (1983-90)

Colvin. Applying Pesticides(paper)
Baudendistel. Horticulture: A Basic Awareness, 2E
(paper)
Turner. Understanding Electricity and
Electrical Terms(paper)

Introduction to Ag/Natural Resources (1983-90)

Krebs. Agriculture In Our Lives, 4E
Donahue. Exploring Agriculture, 6E
Bishop. Working In Plant Science(paper)

Natural Resources and New Environmental Protection (1983-90)

Jones. Fertilizers and Soil Fertility, 2E
Kircher. Our Natural Resources, 5E

Ornamental Horticulture (1983-90)

Nelson. Flower and Plant Production In the
Greenhouse, 3E
McDaniel. Ornamental Horticulture, 2E
Richardson. Working In Horticulture

Business and Office Education

Accounting and Computerized Accounting Occupations I (1982-89)

Fletcher. Accounting Principles for Midmanagement
Weaver. Accounting: Systems and Procedures, 4E
Swanson. Century 21 Accounting, First Year
Course, 3E

Accounting and Computerized Accounting Occupations II (1982-89)

Weaver. Accounting: Systems and Procedures,
Advanced Course
Swanson. Century 21 Accounting, Advanced Course, 3E

Business Communications (1982-89)

Himstreet. Business Communications: A Guide to
Effective Writing, Speaking, and
Listening
Hurtness. Effective English for Business
Communication, 7E

Business Data Processing Occupations I (1982-89)

Golden. Computer Programming in the Basic
Language, 2E

Business Data Processing Occupations II (1982-89)

Wad. Business Data Processing, 5E

Business Economics (1982-89)

Brown. Economics of Our Free Enterprise System
Isen. Economics: Principles and Applications, 9E
Layton. Economics: Principles and Practices

Business Law (1982-89)

Isk. Applied Business Law, 12E, Abridged
Goldman. Business Law: Principles and Practices

Business Management Ownership (1982-89)

Warvard. Business Principles and Management, 8E
Lstis. Managing Your Small Business

Business Mathematics (1982-89)

Fairbank. Applied Business Mathematics, 11E
Lange. Business Mathematics
Olson. Consumer and Business Arithmetic

Introduction to Business (1982-89)

Warnke. Consumer Decision Making -- Guide to
Better Living, 2E
Daughtrey. General Business for Economic
Understanding, 12E
Brown. General Business: Our Business and
Economic World

Introduction to Data Processing (1982-89)

Wanous. Fundamentals of Data Processing, 2E
Fuori. Introduction to the Computer: The Tool
of Business, 3E
Wanous. Introductory Data Processing -- An
Intensive Course, 2E(paper)

Office Occupations I (1982-89)

Pasewark. Procedures for the Modern Office, 7E
Pasewark. Electronic Display Calculator Course
(paper)
Stewart. Office Procedures
Oliverio. Secretarial Office Procedures, 10E

Office Occupations II (1982-89)

Luke. Office Systems and Procedures

Recordkeeping (1982-89)

Baron. Practical Record Keeping, 5E
Baron. Practical Record Keeping and
Bookkeeping, 3E
Lasselle. Recordkeeping: The Total Concept

Secretarial/Word Processing Occupations I (1982-89)

Reiff. Communication Skills for the Processing
of Words(paper)
Casady. Word/Information Processing Concepts, 2E
(paper)

Secretarial/Word Processing Occupations II (1982-89)

Jennings. Secretarial and Administrative
Procedures, 2E

Shorthand I (1982-89)

[First Semester Texts]

Christensen. Century 21 Shorthand: Theory and
Practice
Gregg. Gregg Shorthand, Series 90
Leslie. Gregg Shorthand, Functional Method,
Series 90

[Second Semester Texts]

Hagglblade. Century 21 Shorthand: Intensive
Dictation/Transcription
Leslie. Gregg Dictation and Introductory
Transcription, Series 90

Shorthand II (1982-89)

[First Semester Text]

Leslie. Gregg Transcription, Series 90

[Second Semester Text]

Gregg. Gregg Speed Building, Series 90

[Both Semester Text]

Stoddard. Century 21 Shorthand: Advanced
Dictation/Transcription

Typewriting I (1982-89)

Crawford. Century 21 Typewriting, Book One, 3E
Wanous. Personal Typewriting, 4E

Typewriting II (1982-89)

Crawford. Century 21 Typewriting, Book Two, 3E

Typewriting [Complete Course] (1982-89)

Crawford. Century 21 Typewriting, Complete Course, 3E
Altholz. Type Right! A Complete Program for Business Typewriting

Marketing and Distributive Education

Advertising Design and Sales Promotion (1983-90)

Wray. Advertising Services(paper)

Advertising and Sales Promotion (1983-90)

Norris. Advertising, 2E
Carty. Visual Merchandising: Principles and Practice, 2E

Fashion Merchandising (1983-90)

Frings. Fashion: From Concept to Consumer

Fashion Merchandising and Management (1983-90)

Mathisen. Apparel and Accessories(paper)

Food Marketing and Management (1983-90)

Roece. Food Marketing(paper)

Introduction to Marketing and Distributive Education

Bikkie. Careers in Marketing, 2E(paper)
Greif. Store Talk(paper)
Kimbrell. Succeeding in the World of Work

Marketing (1983-90)

Mason. Marketing Practices and Principles, 3E
Meyer. Retailing Principles and Practices, 7E

Marketing, Management and Ownership (1983-90)

Hutt. Creating a New Enterprise(paper)
Ely. Starting Your Own Marketing Business, 2E (paper)

Marketing and Merchandising (1983-90)

Samson. Retail Merchandising, 9E

Marketing, Merchandising and Management (1983-90)

Pintel. Retailing, 3E

Marketing Research (1983-90)

Kress. Marketing Research, 2E

Sales Fundamentals (1983-90)

Stull. Marketing Math(paper)
Ditzenberger. Selling: Helping Customers Buy

Service Station Marketing and Management (1983-90)

Humbert. Petroleum Marketing(paper)

Wholesaling (1983-90)

Ertel. Wholesaling and Physical Distribution, 2E (paper)

Health Occupations Education

Introduction to Health Occupations Education (1984-89)

Fisher. Basic Medical Terminology, 2E(paper)

Health Occupations Education I (1984-89)

Ferris. Body Structures and Functions, 6E(paper)
Thygerson. The First Aid Book(paper)
Milliken. Understanding Human Behavior, 3E

Health Occupations Education II (1984-89)

Simmers. Diversified Health Occupations
Cooley. Nursing Skills for Human Needs(paper)

Home Economics

Child Development (1980-85)

Ames. Child Care and Development, RV
Westlake. Children: A Study in Individual Behavior
Baker. Understanding and Guiding Young Children, 3E

Clothing Services (1980-85)

Wyllie. Today's Custom Tailoring, RV

Clothing and Textiles (1980-85)

Liddell. Clothes and Your Appearance
Jonea. Clothing - - Your Way(paper)
McFarland. Exploring Fabrics

Consumer Education and Management (1980-85)

Maedke. Consumer Education
Oppenheim. Consumer Skills, RV
Kelly. Survival: A Guide to Living on Your Own

Cooperative Occupational Home Economics (1980-85)

Jacoby. Preparing For a Home Economics Career

Food Services (1980-85)

Ray. Exploring Professional Cooking, RV
Cornelius. Food Service Careers, RV

Foods and Nutrition (1980-85)

Kowtaluk. Discovering Food, RV
Kowtaluk. Food For Today, RV

Housing and Home Furnishings (1980-85)

Sherwood. Homes: Today and Tomorrow, RV
Craig. Homes With Character, 4E
Lewis. Housing Decisions

Interpersonal Relationships (1980-85)

Ryder. Contemporary Living
Sasse. Person to Person, RV

Personal and Family Living (1980-85)

Riker. Married Life, 2E
Landis. Personal Adjustment, Marriage and Family Living, 6E
Brinkley. Teen Guide to Homemaking, 4E
Landie. Your Marriage and Family Living, 4E

Teacher Aides/Child Care Services (1980-85)

Draper. Caring For Children, RV
Conger. Child Care Aide Skills

Industrial Arts

Industrial Arts Education

Communications (1984-89)

Shaeffer. Basic Mechanical Drawing, 3E(paper)
Broekhuizen. Graphic Communications

Construction (1984-89)

Landers. Construction: Materials, Methods,
Careers
Zimmerman. Exploring Woodworking
Huth. Introduction to Construction

Energy/Power/Transportation (1984-89)

Walker. Exploring Power Technology
Bohn. Power: Mechanics of Energy Control
Roth. Small Gas Engines

General Industrial Arts - Manufacturing (1984-89)

Lindbeck. Basic Crafts, 2E
Fales. Manufacturing: A Basic Text For
Industrial Arts
Wright. Manufacturing: Material Processing,
Management, Careers
Brown. Modern General Shop

Unit Shop Industrial Arts

Architectural Drawing (1984-89)

Kicklighter. Architecture: Residential Drawing
and Design
Wallach. Basic Architectural Drafting

Basic Electricity/Electronics (1984-89)

Miller. Energy: Electricity/Electronics
Miller. Experiences With Electrons

Graphic Arts (1984-89)

Walker. Graphic Arts Fundamentals

Materials and Processes (1984-89)

Thode. Materials Processing

Metals Technology (1984-89)

Repp. Metalwork: Technology and Practice
Walker. Modern Metalworking

Plastics Technology (1984-89)

Baird. Industrial Plastics

Technical Drawing and Planning (1984-89)

Walker. Exploring Drafting
French. Mechanical Drawing, 9E

Wood Technology (1984-89)

Groneman. General Woodworking, 6E
Wagner. Modern Woodworking

Trade and Industrial Education

Auto Body Repair (1984-89)

Duenk. Auto Body Repair
Schmidt. Auto Body Repair and Refinishing

Auto Mechanics (1984-89)

Stockel. Auto Mechanics Fundamentals
Crouse. Automotive Mechanics, 8E

Cabinetmaking (1984-89)

Lewis. Cabinetmaking, Pattermaking and
Millwork(paper)

Carpentry (1984-89)

Feirer. Guide to Residential Carpentry
Wagner. Modern Carpentry

Climate Control (1984-89)

Schubert. Fundamentals of Solar Heating
Althouse. Modern Refrigeration and Air
Conditioning
Miller. Refrigeration and Air Conditioning
Technology

Cosmetology (1984-89)

Scott. The Prentice-Hall Textbook of
Cosmetology, 2E
Kibbe. Standard Textbook of Cosmetology
Barrett. The Van Dean Manual

Diesel Mechanics (1984-89)

Weathers. Diesel Engines for Automobiles
and Small Trucks

Electrical Trades (1984-89)

Gerrish. Electricity and Electronics
Fowler. Electricity: Principles and Applications
Miller. Industrial Electricity, RV

Electronics (1984-89)

Crozier. Introduction to Electronics
Gerrish. Transistor Electronics

Furniture (1984-89)

Feirer. Advanced Woodwork and Furniture
Making, 4E, 2RV
Feirer. Furniture and Cabinet Making

Graphics and Industrial Communications (1984-89)

Adams. Printing Technology, 2E

Introduction to Trade and Industrial Education (1984-89)

Bame. Exploring Technology
Los Angeles Unified School District.
General Industrial Education
Herr. Your Working Life

Machine Shop (1984-89)

Repp. Machine Tool Technology
Walker. Machining Fundamentals

Maintenance (1984-89)

Wireman. Industrial Maintenance

Masonry (1984-89)

Kreh. Masonry Skills

Plumbing (1984-89)

Sullivan. Plumbing: Installation and Design

Programming and Broadcasting (1984-89)

Bittner. Professional Broadcasting: A Brief
Introduction(paper)

Technical Drafting (1984-89)
Spence. Drafting Technology and Practice, RV
Bethune. Essentials of Drafting

Textiles (1984-89)
Smith. Textiles in Perspective

Welding (1984-89)
Althouse. Modern Welding
Sacks. Welding: Principles and Practices, RV

SCIENCE

Biology I (1980-85)
Haynes, Editor. Biological Science: An Ecological Approach, BSCS Green Version, 4E
Hickman. Biological Science: An Inquiry Into Life, BSCS, 4E
Slesnick. Biology
Wong. Biology: Ideas and Investigations in Science, 2E
Oram. Biology: Living Systems, 3E
Morholt. Biology: Patterns in Living Things
Otto. Modern Biology

Biology II (1980-85)
Volpe. Biological Science: Interaction of Experiments and Ideas, BSCS, 3E
Arms. Biology

Chemistry I (1980-85)
Choppin. Chemistry
Cotton. Chemistry: An Investigative Approach, RV
Smoot. Chemistry: A Modern Course
Metcalf. Modern Chemistry

Physical Science (1980-85)
Brandwein. Energy: A Physical Science, Concepts in Science, Curie Edition
Heimler. Focus on Physical Science
Ramsey. Holt Physical Science
Barman. Physical Science
Wong. Physical Science: Ideas and Investigations in Science, 2E
Brown. Physical Science: A Search for Understanding

Physics (1980-85)
Williams. Modern Physics
Murphy. Physics: Principles and Problems
Hulsizer. The World of Physics

Special Interest Courses

Ecology (1980-85)
McCombs. What's Ecology? (paper)

Marine Biology (1980-85)
Reseck. Marine Biology, RV

Oceanography (1980-85)
Oxenhorn. Oceanography and Our Future (paper)

Anatomy and Physiology (1981-85)
Evans. Anatomy and Physiology, 3E

SOCIAL STUDIES

United States History (1983-88)
[Grade Eleven Texts]
Branson. America's Heritage
Berkin. Land of Promise: A History of the U.S.
Bess. Our American Heritage
Todd. Rise of the American Nation, Liberty Edition
Davidson. The United States: A History of the Republic, 2E
[Grade Twelve Texts - Advanced Placement]
Jordan. The United States, 5E, Combined Edition

The Economic, Legal and Political Systems (1983-88)
[Grade Nine Texts]
Kownslar. Civics: Citizens and Society, 2E
Fraenkel. Civics: Government and Citizenship
Smith. Free Enterprise - - The American Economic System
Berry. Our Legal Heritage
Carter. You the Citizen

World Geography (1983-88)
[Grade Ten Texts]
Educ. Challenges. World Geography
Israel. World Geography Today

World History (1983-88)
[Grade Ten Texts]
Wallbank. History and Life: The World and Its People, 2E
Leinwand. The Pageant of World History
Kownslar. People and Our World: A Study of World History
Beers. World History: Patterns of Civilization
[Grade Twelve Texts - Advanced Placement]
Brinton. Civilization in the West, Part 1, Prehistory to 1715, 4E (paper)
Brinton. Civilization in the West, Part 2, 1600 to the Present, 4E (paper)

Sociology (1983-88)
[Grade Twelve Texts]
Landis. Sociology, 3E
Thomas. Sociology: The Study of Human Relationships, 3E

Economics (1983-88)
[Grade Twelve Texts]
Warmke. Consumer Economics, 10E
Hodgetts. Essentials of Economics and Free Enterprise
Wolken. Invitation to Economics

Political Science or Government (1983-88)
[Grade Twelve Texts]
Lewinski. American Government Today
McClenaghan. Magruder's American Government

Psychology

Social Psychology (1983-88)
[Grade Twelve Texts]
Ragland. Invitation to Psychology
Kasschau. Psychology: Exploring Behavior
Bringle. Understanding Psychology, 3E



State of North Carolina

Superintendent of Public Instruction

Raleigh 27611

A CRAIG PHILLIPS
S. I. 10-1-57

The State Board of Education at its November meeting selected the following 16 units, two in each of the eight educational districts, to carry out the pilot program of the adopted Career Growth Program for teachers and administrators.

Chowan County Schools
Perquimans County Schools
Greene County Schools
New Hanover County Schools
Roanoke Rapids City Schools
Tarboro City Schools
Harnett County Schools
Montgomery County Schools
Burlington City Schools
Orange County Schools
Mecklenburg County Schools
Alexander County Schools
Burke County Schools
Buncombe County Schools
Haywood County Schools
Salisbury City Schools

A handwritten signature in dark ink, appearing to read "A. Craig Phillips", written over a horizontal line.

A. Craig Phillips, Secretary
State Board of Education

11/26/84

SESSION 19 85

INTRODUCED BY:

Referred to:

1 A BILL TO BE ENTITLED
2 AN ACT TO AMEND THE CONSTITUTION AND THE GENERAL STATUTES TO
3 CHANGE THE METHOD OF SELECTING THE MEMBERS OF THE STATE
4 BOARD OF EDUCATION AND TO MAKE THE OFFICE OF THE
5 SUPERINTENDENT OF PUBLIC INSTRUCTION APPOINTIVE.

6 The General Assembly of North Carolina enacts:

7 Section 1. Section 7(1) of Article III of the
8 Constitution of North Carolina is hereby amended by deleting
9 the words "a Superintendent of Public Instruction."

10 Sec. 2. Section 4 of Article IX of the Constitu-
11 tion of North Carolina is rewritten to read:

12 "Sec. 4. State Board of Education.

13 (1) Board. The State Board of Education shall consist
14 of the Lieutenant Governor, the State Treasurer, eight
15 members appointed by the Governor, one from each of the
16 eight educational districts of the state, as designated by
17 the General Assembly, and one member from each of the
18 state's congressional districts elected by the General
19 Assembly. Appointments and elections shall be for overlap-
20 ping terms of four years and no person elected by the
21 General Assembly or appointed by the Governor shall be
22 eligible for appointment or election, by the same appointing
23

or electing authority, to more than two consecutive terms as a member of the Board.

(2) State Superintendent of Public Education. The State Superintendent of Public Education shall be the secretary and chief administrative officer of the State Board of Education. He shall be appointed by the State Board of Education."

Sec. 3. The amendment set out in Sections 1 and 2 of this act shall be submitted to the qualified voters of the state at the general election held on the first Tuesday following the first Monday in November 1986. In such election, each qualified voter shall be provided a ballot on which shall be printed the following:

" FOR constitutional amendment to change the Superintendent of Public Instruction from an elective official to an appointive official and to change the method of selecting members of the State Board of Education.

AGAINST constitutional amendment to change the Superintendent of Public Instruction from an elective official to an appointive official and to change the method of selecting members of the State Board of Education."

Those qualified voters favoring the amendments set out in Sections 1 and 2 of this act shall vote by making an X or appropriate mark in the space beside the statement beginning "FOR", and those qualified voters opposing said amendments shall vote by making an X or appropriate mark in the space beside the statement beginning "AGAINST".

1 Notwithstanding the foregoing provisions of this
2 section, voting machines may be used in accordance with the
3 rules and regulations prescribed by the State Board of
4 Elections.

5 Sec. 4. If a majority of the votes cast in such a
6 general election be in favor of the amendment, the Governor
7 shall certify the amendment under the Great Seal of the
8 State to the Secretary of State, who shall enroll the
9 amendment so certified among the permanent records of his
10 office.

11 Sec. 5. G.S. 163-1 is amended by deleting all
12 reference to the Superintendent of Public Instruction as an
13 elective officer.

14 Sec. 6. G.S. 143A-42 is rewritten to read as
15 follows:

16 "§143A-42. State Superintendent of Public Education:
17 transfer of office and Department of Public Instruction:
18 powers and duties. -- The office of the State Superintendent
19 of Public Education, as provided for by Article IX, Sec.
20 4(2), of the Constitution, and the Department of Public
21 Instruction are hereby transferred to the Department of
22 Public Education. The State Superintendent of Public
23 Education shall be the secretary and chief administrative
24 officer of the State Board of Education, and shall have such
25 powers and duties as are conferred by the Constitution, by
26 the State Board of Education, Chapter 115C of the General
27 Statutes, and the laws of this state."

28 Sec. 7. G.S. 115C-10 is rewritten to read:

1 "§115C-10. State Board of Education. -- (a) The
2 State Board of Education shall consist of the Lieutenant
3 Governor, the State Treasurer, eight members appointed by
4 the Governor, one from each of the eight educational dis-
5 tricts of the state, and 11 members elected by the General
6 Assembly, one from each of the state's congressional dis-
7 tricts. Appointments and elections shall be for overlapping
8 terms of four years and, except as provided in subsection
9 (d), no person elected by the General Assembly or appointed
10 by the Governor shall be eligible for appointment or elec-
11 tion, by the same appointing or electing authority, to more
12 than two consecutive terms as a member of the Board.

13 (b) Appointments by the Governor. On or before the
14 sixtieth legislative day of the 1987 General Assembly, the
15 Governor shall submit to the Secretary of State and to the
16 Superintendent of Public Instruction the names of eight
17 persons appointed by him to the State Board of Education.
18 Four of these persons shall be appointed for two-year terms,
19 representing educational districts one, three, five, and
20 seven. Four of these persons shall be appointed for
21 four-year terms, representing educational districts two,
22 four, six and eight. Beginning in 1989, during each regular
23 session of the General Assembly, the Governor shall transmit
24 to the Secretary of State and to the State Superintendent of
25 Public Education, on or before the sixtieth legislative day
26 of the General Assembly, the names of the persons appointed
27 by him to serve overlapping terms of four years.
28

(c) Members Elected by General Assembly. The presiding officer of each house of the General Assembly shall transmit to the Secretary of State and to the State Superintendent of Public Education, on or before the sixtieth legislative day of the General Assembly, the names of the persons elected by that chamber to membership on the Board. Elections shall be for overlapping terms of four years with members representing each congressional district chosen alternately as follows:

(1) The member representing the first congressional district shall be elected by the House in 1987 for a two-year term. The member representing the first congressional district shall be elected by the senate in 1989, and every eight years thereafter, for a four-year term. The member representing the first congressional district shall be elected by the House in 1993, and every eight years thereafter, for a four-year term.

(2) The member representing the second congressional district shall be elected by the Senate in 1987, and every eight years thereafter, for a four-year term. The member representing the second congressional district shall be elected by the House in 1991, and every eight years thereafter, for a four-year term.

(3) The member representing the third congressional district shall be elected by the House in 1987, and every eight years thereafter, for a four-year term. The member representing the third congressional district shall be

1 elected by the Senate in 1991, and every eight years there-
2 after, for a four-year term.

3 (4) The member representing the fourth congressional
4 district shall be elected by the Senate in 1987 for a
5 two-year term. The member representing the fourth congres-
6 sional district shall be elected by the House in 1989, and
7 every eight years thereafter, for a four-year term. The
8 member representing the fourth congressional district shall
9 be elected by the Senate in 1993, and every eight years
10 thereafter, for a four-year term.

11 (5) The member representing the fifth congressional
12 district shall be elected by the House in 1987 for a
13 two-year term. The member representing the fifth congres-
14 sional district shall be elected by the Senate in 1989, and
15 every eight years thereafter, for a four-year term. The
16 member representing the fifth congressional district shall
17 be elected by the House in 1993, and every eight years
18 thereafter, for a four-year term.

19 (6) The member representing the sixth congressional
20 district shall be elected by the Senate in 1987, and every
21 eight years thereafter, for a four-year term. The member
22 representing the sixth congressional district shall be
23 elected by the House in 1991, and every eight years thereaf-
24 ter, for a four-year term.

25 (7) The member representing the seventh congressional
26 district shall be elected by the House in 1987, and every
27 eight years thereafter, for a four-year term. The member
28 representing the seventh congressional district shall be

1 elected by the Senate in 1991, and every eight years there-
2 after, for a four-year term.

3 (8) The member representing the eight congressional
4 district shall be elected by the Senate in 1987 for a
5 two-year term. The member representing the eight congres-
6 sional district shall be elected by the House in 1989, and
7 every eight years thereafter, for a four-year term. The
8 member representing the eighth congressional district shall
9 be elected by the Senate in 1993, and every eight years
10 thereafter, for a four-year term.

11 (9) The member representing the ninth congressional
12 district shall be elected by the House in 1987 for a
13 two-year term. The member representing the ninth congres-
14 sional district shall be elected by the Senate in 1989, and
15 every eight years thereafter, for a four-year term. The
16 member representing the ninth congressional district shall
17 be elected by the House in 1993, and every eight years
18 thereafter, for a four-year term.

19 (10) The member representing the tenth congressional
20 district shall be elected by the Senate in 1987, and every
21 eight years thereafter, for a four-year term. The member
22 representing the tenth congressional district shall be
23 elected by the House in 1991, and every eight years thereaf-
24 ter, for a four-year term.

25 (11) The member representing the eleventh congression-
26 al district shall be elected by the House in 1987, and every
27 eight years thereafter, for a four-year term. The member
28 representing the eleventh congressional district shall be

1 elected by the Senate in 1991, and every eight years there-
2 after, for a four-year term.

8 (d) Nominations for Election by the General Assembly.
4 Not later than October 15 of the year preceding the expira-
5 tion of the term of any member of the State Board elected by
6 the General Assembly, the State Superintendent shall notify
7 the superintendent of each local school administrative unit
8 and the chairman of the board of county commissioners in
9 each county in the appropriate congressional district of the
10 expiration of the term. In 1986 only, the deadline for
11 notification shall be one week following the certification
12 of adoption of the Constitutional amendment as provided in
13 Section 4 of this act.

14 The notice shall contain, at a minimum, the deadline
15 for submission of nominees and the name and address of the
16 appropriate presiding officer, depending on which house of
17 the General Assembly has responsibility for electing the
18 Board member from that district. Each local board of
19 education in the congressional district shall have the
20 privilege of selecting one nominee for membership on the
21 State Board and submitting the name of the nominee to the
22 board of commissioners of the county where the board is
23 located. In the event a local school administrative unit is
24 located in more than one county, the name of the nominee of
25 the board of education for that unit shall be submitted to
26 the board of commissioners of the county wherein the nominee
27 resides. The board of commissioners shall accept or reject
28 the nominations. In the event the nomination is accepted,

1 the board of commissioners shall transmit the name of the
2 nominee to the appropriate presiding officer of the General
3 Assembly. If the nomination is rejected, the board of
4 county commissioners shall notify the local board of educa-
5 tion in order that the name of another nominee may be
6 submitted. In the event more than one local board of
7 education in a county submits nominations, the board of
8 county commissioners shall select one nominee from among the
9 names submitted by the boards of education. In any event,
10 on or before February 15 of the year in which the term of
11 the State Board of Education member expires, the board of
12 commissioners of each county in the congressional district
13 shall notify the presiding officer of the House or Senate,
14 whichever is to elect the member from that congressional
15 district, of the name of one nominee from that county. If
16 the board of commissioners receives no recommendation from
17 the local board or boards of education in that county, the
18 board of commissioners shall so notify the appropriate
19 presiding officer.

20 (e) Election by the General Assembly. At each session
21 of the General Assembly held in an odd-numbered year, the
22 presiding officer of each house shall assign to the Commit-
23 tee on Education of that house the duty of receiving the
24 names of persons nominated for election by that house to
25 membership on the Board. In order for a person to have
26 standing to be considered, that person shall be formally
27 proposed as provided in subsection (d) above or shall have
28 obtained the signatures of not less than one percent (1%) of

1 the registered voters in his county of residence and shall
2 have presented such petition, certified by the chairman of
3 the local board of elections, to the presiding officer of
4 the electing house of the General Assembly on or before
5 February 15 of the year in which the term expires. At the
6 election session of the house designated to elect the
7 member, the committee shall report its list of recommended
8 nominees. That house shall then proceed to an election of
9 members of the Board. In order to be chosen, a nominee
10 shall receive the votes of a majority of all members present
11 and voting. When the house has chosen one person for each
12 place to be filled on the State Board, the chairman of the
13 committee shall make a motion for the simultaneous election
14 of those persons by the house to the indicated positions and
15 for the indicated terms. The roll shall then be called
16 electronically. If a majority of those voting shall vote
17 'aye,' the persons named in the motion shall be declared to
18 have been elected. Each house may adopt rules consistent
19 with this section with respect to the election by that house
20 of members of the State Board.

21 (f) Vacancies. In the event of vacancy on the Board,
22 the vacancy shall be filled by whichever authority made the
23 original appointment. The State Superintendent of Public
24 Education shall notify the appropriate authority of the
25 vacancy. Where the vacancy is to be filled by the Governor,
26 he shall transmit the name of the appointee as soon as
27 possible as provided in subsection (b). Where the vacancy
28 is to be filled by either house of the General Assembly, the

1 appropriate presiding officer shall transmit the name of the
2 person elected as soon as possible after the beginning of
3 the next regular session of the General Assembly. By
4 whichever authority the vacancy is filled, if more than half
5 of the unexpired term remains to be served, the appointee
6 shall be eligible for appointment or election to one full
7 four-year term in addition to the unexpired term. If less
8 than half of the unexpired term remains to be served, the
9 appointee shall be eligible for appointment or election to
10 two additional four-year terms in addition to the unexpired
11 term.

12 (g) Limitations on Membership. No member of the
13 General Assembly, no officer or employee of the State except
14 those designated in the Constitution of the State of North
15 Carolina, no officer or employee of an institution under the
16 jurisdiction of the State Board or any local board, no
17 officer or employee of any organization or association of
18 public school employees and no spouse of any of these
19 persons, shall be eligible to serve on the State Board.

20 Notwithstanding the above, officers or employees of the
21 state, members of local boards of education, members of
22 boards of county commissioners, members of district school
23 committees, employees of local boards of education and
24 officers and employees of organizations or associations of
25 public school employees shall be eligible for nomination to
26 membership on the State Board: Provided, however, that any
27 such person elected or appointed to the State board shall
28 resign his position before taking office.

1 (h) Terms of Office. All terms shall commence on July
2 1 of odd-numbered years."

3 Sec. 8. G.S. 115C-11(a) is rewritten to read:

4 "(a) Presiding Officer. The Governor shall convene
5 the membership of the State Board on July 1, 1987, or as
6 soon as feasible thereafter. The State Board at that
7 meeting, and every two years thereafter, shall elect from
8 its appointed or elected membership a chairman. No member
9 shall be eligible to serve more than two consecutive
10 two-year terms as chairman. At its meeting after July 1,
11 1987, and every two years thereafter, the Board shall also
12 elect a vice-chairman and such other officers as it may deem
13 necessary. A majority of the Board shall constitute a
14 quorum for the transaction of business. Per diem and
15 expenses of the members of the Board appointed by the
16 Governor and elected by the General Assembly shall be
17 provided by the General Assembly.

18 The chairman of the Board shall preside at all meetings
19 of the Board. In the absence of the chairman, the
20 vice-chairman shall preside; in the absence of both the
21 chairman and the vice-chairman, the Board shall name one of
22 its own members as chairman pro tempore."

23 Sec. 9. G.S. 115C-12(4) is repealed.

24 Sec. 10. G.S. 115C-18 is rewritten to read:

25 "§115C-18. Appointment of State Superintendent of
26 Public Education. -- The State Superintendent of Public
27 Education shall be appointed by the State Board of Education
28 and shall serve at the pleasure of the Board."

1 Sec. 11. G.S. 115C-21(a) (1) is amended by adding
2 following the first sentence the following:

3 "These shall include a Division of Fiscal Affairs which
4 shall be under the direction of a Controller, to be appoint-
5 ed by the State Superintendent of Public Education subject
6 to the approval of the State Board of Education."

7 Sec. 12. G.S. 115C-21(a) (5) is rewritten to read:

8 "(5) To have under his direction, in his capacity as
9 the constitutional administrative head of the public school
10 system, all those matters relating to the supervision and
11 administration of the public school system."

12 Sec. 13. G.S. 115C-27 is repealed.

13 Sec. 14. G.S. 115C-29(a) is rewritten to read:

14 "It shall be the duty of the Controller, under the
15 direction of the Board and the State Superintendent of
16 Public Education to administer the funds provided for the
17 operation of the schools of the state on such standards as
18 may be determined by the Board and always within the total
19 funds appropriated therefor."

20 Sec. 15. G.S. 115C-29(b) is amended by rewriting
21 the introductory language before subdivision (1) to read:

22 "(b) The Controller, under the direction of the Board
23 and the State Superintendent of Public Education, shall
24 perform the following duties:".

25 Sec. 16. G.S. 115C-29(b) is further amended by
26 rewriting subdivision (8) to read:

27 "(8) He shall attend all meetings of the Board and
28 shall furnish all such information and data concerning the

1 fiscal affairs of the Board as the Board or the Superinten-
2 dent may require."

3 Sec. 17. G.S. 115C-29(b) is further amended by
4 rewriting subdivision (12) to read:

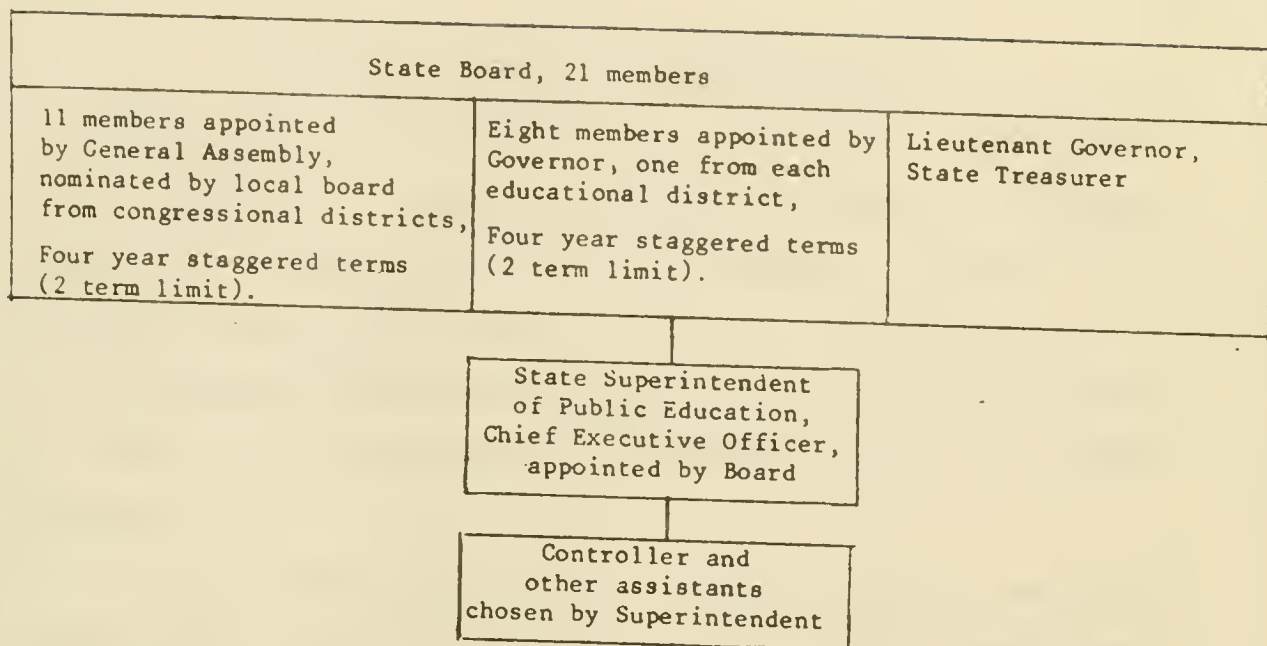
5 "(12) He shall perform such other duties as may be
6 assigned to him by the Board or by the State Superintendent
7 of Public Education from time to time."

8 Sec. 18. Subdivision (9) and (10) of G.S.
9 115C-29(b) are repealed.

10 Sec. 19. Chapter 115C of the General Statutes is
11 amended by deleting the words "Superintendent of Public
12 Instruction" wherever they appear and substituting the words
13 "State Superintendent of Public Education".

14 Sec. 20. Sections 1 through 4 of this act are
15 effective upon ratification. Upon certification of adoption
16 of the constitutional amendment as provided in section 4 of
17 this act, sections 7 and 8 shall become effective immediate-
18 ly while sections 5, 6 and 9 through 19 shall become effec-
19 tive January 1, 1989.

LARGE BOARD MODEL



Notes:

1. Constitutional changes necessary to effect this model.
2. Board is larger, more cumbersome than at present.

APPENDIX L

GOVERNANCE COMMITTEE DELIBERATIONS

During their deliberations and discussions, the members of the Governance Committee raised a number of issues, problems, concerns, and areas of confusion. Some of the considerations are as follows:

1. Current governance lines are not clear and the lack of clarity is an impediment to educational policy in North Carolina.

2. The statutory responsibility involved and the relationships among the State Board, the State Superintendent, and the Controller need to be more clearly defined to adhere to principles of sound management.

3. The program and fiscal operations must be compatible and consistent, and it is felt that this cannot be accomplished as long as the State Superintendent and the Controller can act independently of one another.

4. There are too many voices speaking officially for the needs of public schools, and this probably weakens the cause of elementary and secondary education in the General Assembly.

5. A working compatibility between an elected chief executive officer of the public schools and an appointed board if necessary.

6. Many opinions were expressed regarding membership of the State Board, including:

- a. Whether the Board should be entirely lay.
- b. Whether the Lieutenant Governor should remain a member of the Board.
- c. Whether the State Treasurer should remain a member of the State Board.
- d. Whether electing members to the State Board on a geographical basis will result in a more complicated and expensive process without encouragement of qualified persons.
- e. Whether the chief administrative officer of the public school system should be a nonvoting member of the Board.

7. If a majority of the appointments to the State Board are not made by the Governor, then a new level of potential conflict will arise - DPI, General Assembly and the Executive branch.

8. Election of the State Board directly by the people or by the General Assembly are possible methods to consider. The General Assembly might choose from a list of nominees submitted by local boards of education.

9. The initial justification for an eight-year term for State Board members is probably no longer valid.

10. The State Superintendent should be appointed by the Governor since the Governor is largely responsible for our educational system.

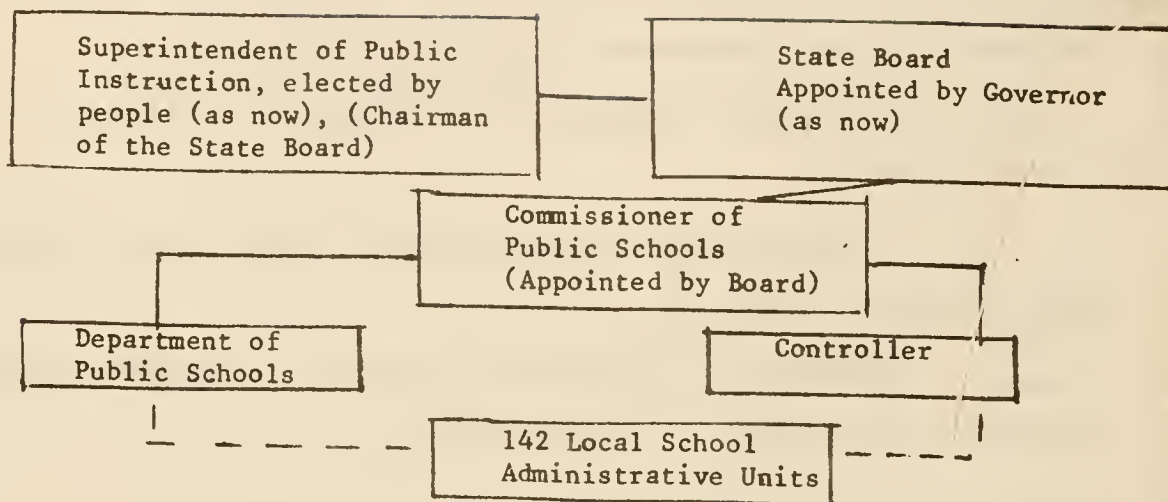
11. An organization or authority separate from the State Board should be constituted to govern standards for admission to the profession and monitoring.

12. Educators should have their own examining and licensing board.

13. A fifth year of internship should be required before certification.

14. Evaluation of teachers who are not tenured should be conducted monthly, not semi-annually.

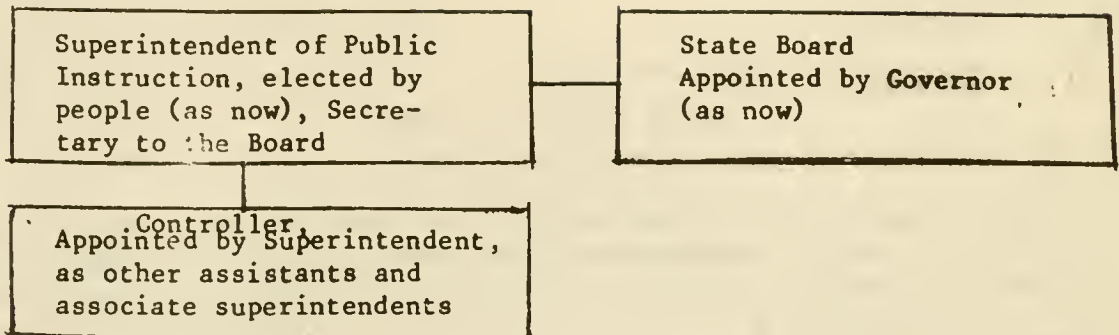
I. COMMISSIONER MODEL



Notes:

1. Unless eight-year term of office for State Board members is changed, no constitutional changes are necessary to effect this model; but change would be necessary to restore Superintendent's voting power on the Board if he is to be made Chairman.
2. Creation of Commissioner position distinguishes Chief Administrative Officer (Superintendent, as required by Constitution) from Chief Executive Officer (Commissioner under this model).
3. Number of terms for Board members could be limited.

II. STRONG SUPERINTENDENT MODEL

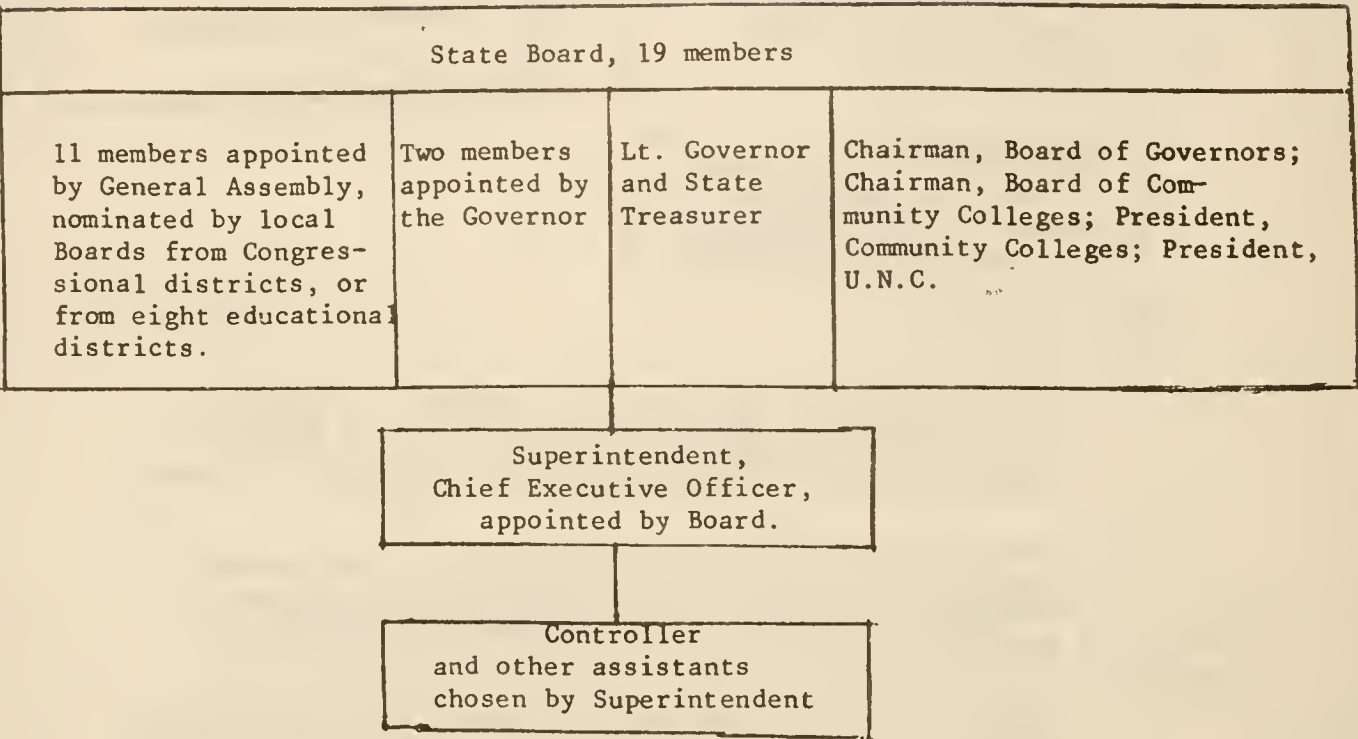


Notes:

1. Unless eight-year terms of Board members is changed or Superintendent is made a voting member of the Board, no constitutional changes are necessary to effect this model. Number of terms for members could be limited.
2. Direct line authority from Superintendent down through Controller; but, Board gives up authority to appoint Controller and Governor gives up power to approve appointment of Controller, now in GS 115C-27
3. Model could also accommodate full-time Board members with officers in educational districts to observe and report on education at the local level at once-a-month meetings of State Board.

100-100000
Model
III

III. STRONG LEGISLATURE MODEL

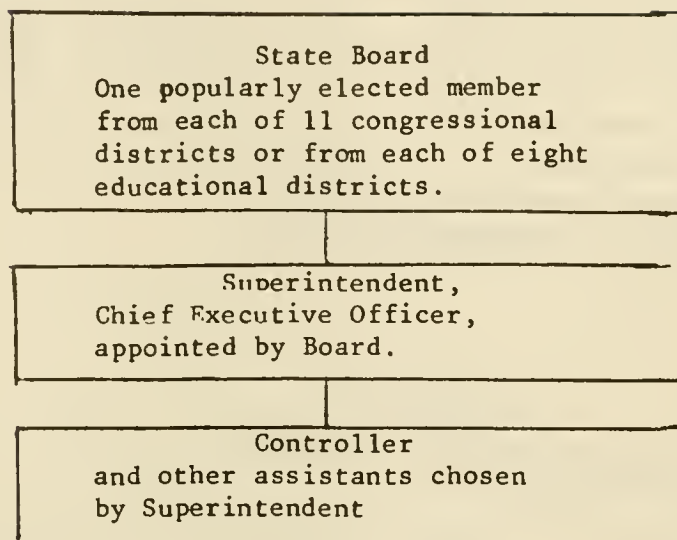


Notes:

1. Constitutional changes, thus popular referendum, necessary to effect this model.
2. Assuming cross membership, statutes relating to Community College Board and Board of Governors would also be necessary.
3. Board, presumably more responsive to General Assembly, is also larger with more cumbersome system of appointment.
4. Executive branch appointment power significantly reduced; but, membership on Board retained.
5. Number of terms to be served by appointed Board members could be limited.

Eliminate

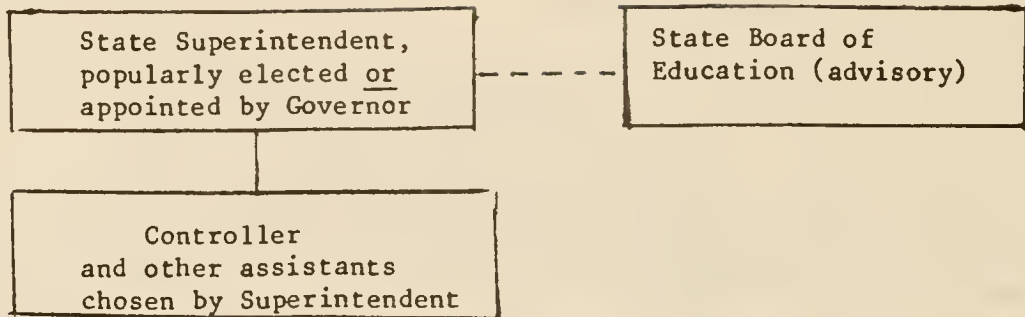
IV. POPULARLY ELECTED BOARD MODEL



Notes:

1. Constitutional changes, thus popular referendum, necessary to effect this model.
2. Model does not specify length of Board members' terms, whether staggered, whether partisan or non-partisan.
3. Popular election risks interest group control of members through campaign activity and financial support.
4. Model provides for straight line of authority from Board through Chief Executive Office to Controller.
5. Model could accommodate full-time paid Board members with offices in congressional or educational districts.

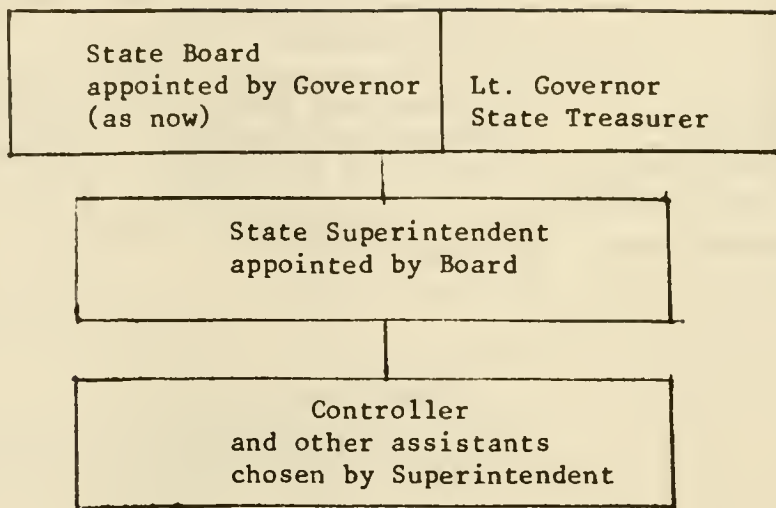
V. ADVISORY BOARD PLAN



Notes:

1. Constitutional changes, thus popular referendum, necessary to effect this model.
2. Length of term, method of selection, etc., not specified as to Board members.
3. Model provides for straight line authority, strengthens Superintendent and eliminates check of stronger Board currently operating.

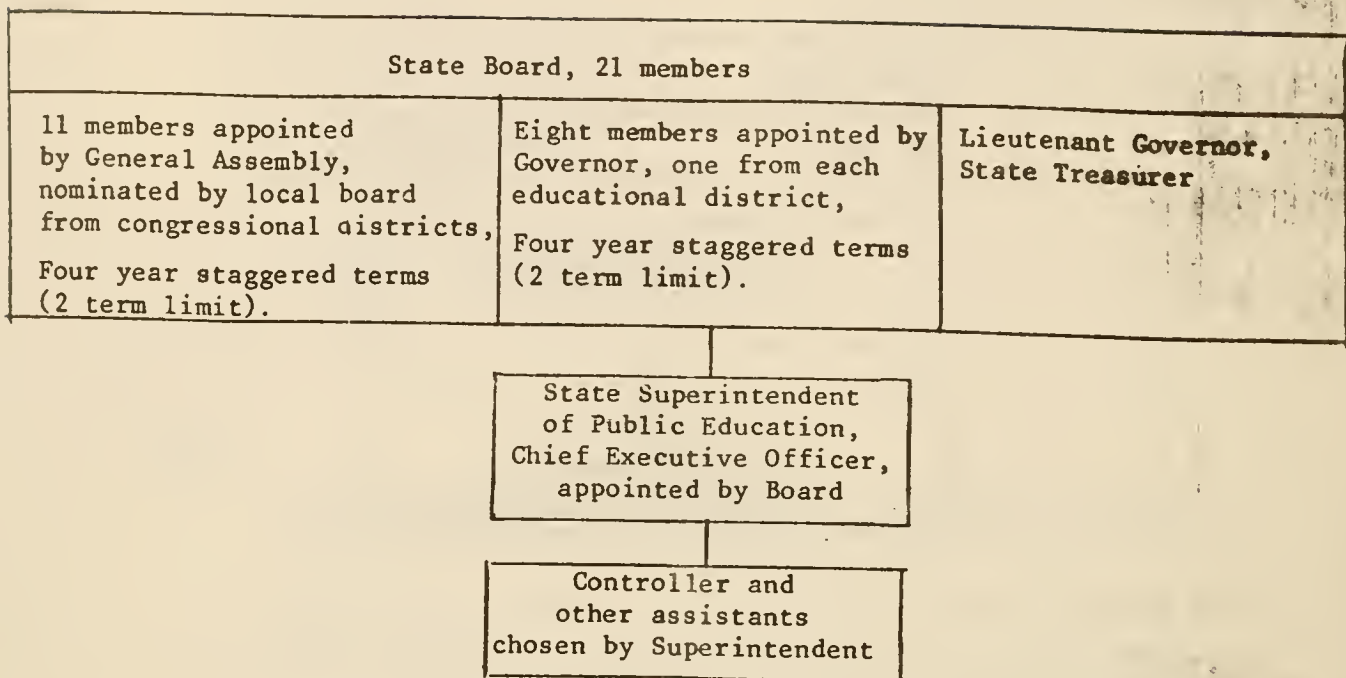
VI. STRONG GOVERNOR MODEL



Notes:

1. Constitutional changes, thus popular referendum, necessary to effect this model..
2. Executive branch, Governor, strengthened, eliminates check of separately elected Superintendent.
3. Only roles of legislature is approval of State Board members and budget/appropriations power.
4. Length of term and number of terms to be served by Board members could be limited.

LARGE BOARD MODEL



Notes:

1. Constitutional changes necessary to effect this model.
2. Board is larger, more cumbersome than at present.



North Carolina General Assembly
Senate Chamber
State Legislative Building
Raleigh 27611

February 28, 1984

MEMORANDUM

TO: Members, Governance Committee of the
Public Education Policy Council

FROM: Jim Blackburn, Counsel

RE: Education Governance, Southeastern States

Outlined below are the methods of selecting state boards, chief state school officers and chief fiscal officers in eight southeastern states: Alabama, Florida, Georgia, Louisiana, Mississippi, South Carolina, Tennessee and Virginia. I have summarized the systems as follows:

<u>State Boards</u>		<u>Chief School Officer</u>	
Elected	2	Elected	4
Appointed	5	Appointed	4
(3 by Governor.		(2 by Governor, 2 by Board)	
1 by Legislature,		All eight appoint chief	
1 by combination		fiscal officers	
Governor and Legislature)			
Part elected and part appointed	1		

Following is a state-by-state breakdown.

I. Alabama

- A. State Board of Education. Eight members serving staggered four year terms, elected by the state's eight congressional districts as they existed prior to 1981 redistricting. Governor serves as Chairman of the Board.
- B. Chief State School Officer. State Superintendent of Education appointed by and serving at the pleasure of the State Board for up to four year contract period.
- C. Fiscal Affairs. Budget Officer, responsible for budget matters within the department, and assistant superintendent serving as Director of the Division of Administration and Finance are both hired by the State Board on the recommendation of the State Superintendent. Both are responsible to the State Superintendent.

II. Florida

- A. State Board of Education. Consists of Governor (Chairman), Secretary of State, State Treasurer, Attorney General and Commissioner of Education. All serve by virtue of holding statewide elective office (all four year terms).
- B. Chief State School Officer. Commissioner of Education is elected statewide to a four year term.
- C. Fiscal Affairs. The Commissioner, with the approval of the Board, hires an Associate Deputy Commissioner for Planning and Budgeting who reports to one of five Division Directors. Division Directors are responsible to one of two Deputy Commissioners who in turn reports to the Commissioner.

III. Georgia

- A. State Board of Education. Ten members, appointed to staggered terms of seven years by the Governor with approval of the State Senate.
- B. Chief State School Officer. The State Superintendent of Schools is elected statewide to a four year term.
- C. Fiscal Affairs. A Budget Officer, hired by the State Superintendent with the approval of the Board, is responsible to the State Superintendent.

IV. Louisiana

- A. State Board of Education. Consists of 11 members, eight elected from different regions to six-year terms and three appointed by Governor.
- B. Chief State School Officer. The State Superintendent of Education is elected on a statewide basis to a four-year term.
- C. Fiscal Affairs. A Deputy Superintendent for Management and Finance is selected by, responsible to and serves at the pleasure of the State Superintendent. The Deputy heads one of five offices in the Department.

V. Mississippi (New system this year)

- A. State Board of Education. Consists of nine members, five appointed by Governor and two each appointed by Speaker of House and Lt. Governor. All serve staggered nine-year terms. Until this year, Board was made up of elected Superintendent of Education (Chairman), the Secretary of State and the Attorney General, all of whom are elected statewide to four-year terms.

- B. Chief State School Officer. Formerly elected (see above). The Chief State School Officer is now appointed by Board.
- C. Fiscal Affairs. Director of Division of Administration and Finance (one of six divisions) is hired by and responsible to State Superintendent. This remains unchanged.

VI. South Carolina

- A. State Board of Education. Consists of 16 members, one from each judicial district, chosen by the state legislature and serving staggered four-year terms.
- B. Chief State School Officer. The State Superintendent of Education serves as an ex officio member of, and Secretary to the State Board. He is elected statewide for a four-year term.
- C. Fiscal Affairs. The Director of the Office of Finance and Operations, hired by the State Superintendent, reports to a Deputy Superintendent who in turn reports to the State Superintendent.

VII. Tennessee

- A. State Board of Education. Consists of 15 members serving staggered nine-year terms and appointed by the Governor with required geographical diversity and members of both political parties. The Governor and the Commissioner of Education serve as ex officio members of the Board, the latter serving as chairman.
- B. Chief State School Officer. The Commissioner of Education is appointed by and serves at the pleasure of the Governor, who is elected to a four-year term.
- C. Fiscal Affairs. An Assistant Commissioner for Fiscal Services is appointed by and serves at the pleasure of the Commissioner.

VIII. Virginia

- A. State Board of Education. Consists of nine members, appointed by the Governor to four-year terms (two term limit) from geographic areas. Appointments are confirmed by the General Assembly and terms are staggered.
- B. Chief State School Officer. Superintendent of Public Instruction is appointed by the Governor, subject to confirmation by the General Assembly.

Members, Governance Committee of the
Public Education Policy Council
February 28, 1984
Page 4

- C. Fiscal Affairs. Associate Superintendent for Administration and Finance (one of four associate superintendents) reports directly to the State Superintendent; employment of Associate Superintendent is subject to approval of State Board.

JB:jh



North Carolina General Assembly

Senate Chamber

State Legislative Building

Raleigh 27611

February 28, 1984

MEMORANDUM

TO: Members, Governance Committee of the
Public Education Policy Council

FROM: Jim Blackburn, Counsel

RE: Selection of State Boards and Chief State School Officers

I. According to available information, following is a breakdown of the methods by which State Boards of Education are chosen in the 50 states:

1. Gubernatorial Appointment		31
2. Election	By people	12
	By Legislature	2
	By local board members	1
3. Partial election, partial gubernatorial appointment		1
4. Partial appointment by Governor		1
	Partial appointment by Legislature	
5. No State Board		2

II. The breakdown of method of selecting chief state school officers is as follows:

1. Popular election	18
2. Appointed by Board	28
3. Appointed by Governor	4

III. With minor variations (see notes below), there are eight models of education governance, broken down as follows:

Number of states

- | | |
|---|----|
| 1. Appointed Board with Board appointed Superintendent. All Boards are appointed by Governor except Mississippi (five members appointed by Governor, two each by Speaker and Lt. Governor) and New York (16 members chosen by Legislature). | 17 |
| 2. Gubernatorial appointment of Board <u>and</u> Superintendent. | 4 |
| 3. Appointed Board with elected Superintendent. All Boards appointed by Governor except South Carolina (16 members chosen by Legislature). | 13 |
| 4. No Board, elected Superintendent. | 2 |
| 5. Partially elected (eight members) and partially appointed (three members, by Governor) Board, with elected Superintendent. | 1 |
| 6. Board elected by local school Board members with elected Superintendent. | 1 |
| 7. Both Superintendent and Board elected. Board composed of five statewide elected officials, including Governor, Commissioner of Education. | 1 |
| 8. Elected Board with Board-appointed Superintendent | 11 |

JB:jh

CURRICULUM DELIBERATIONS

During deliberations and discussions of the Policy Council's Committees, a number of issues, problems, concerns and areas of confusion were raised regarding the proposed Basic Education Program. Some of these considerations are as follows:

1. Whether the State Board of Education can direct local administrative units to implement the Basic Education Program without statutory authority.

2. Who should define and write the standards of quality - the State Board or the General Assembly. If the State Board writes the standards of quality, is that broader authority than the State Board can now exercise.

3. How should the Basic Education Program be phased-in and how will monitoring be done.

4. If the General Assembly does not fund the Basic Program, what impact and result to the Program.

5. Whether and how to establish minimum staffing requirements for schools which serve pupils in isolated geographic areas.

6. How to set specific performance requirements for remediation purposes.

7. Who to hold accountable and how for failure to implement the Basic Education Program.

8. When an administrative unit reaches the standards of the Basic Education Program, should the local unit have

flexibility to use State funds to pay for items outside the Basic Education Program.

9. How to provide maximum incentives for locals to be efficient in school units and sizes and individual class units and sizes.

FINANCE COMMITTEE DELIBERATIONS

During their deliberations and discussions, the members of the Finance Committee raised a number of issues, problems, concerns, and areas of confusion. Some of these considerations are as follows:

1. The true cost of sustaining the public school system is not reflected in the present methods of costing and budgeting for school needs.

2. A substantial level of State support is a key ingredient in equalizing educational opportunity for all children.

3. The linking of State appropriations to school enrollment solely is inappropriate in that declining enrollment means a decrease in State assistance but the cost of providing the service may not likewise decline. Declining enrollment means losses not necessarily related to children - janitors, energy dollars, etc.

4. Increasing the local share of essential operating costs is questionable policy since local government financing varies widely and is less responsive.

5. Building needs financing by local government is being undermined by assumption of increased operating costs.

6. Local innovations made with local tax dollars will remain local without a serious commitment to incorporate those innovations on a State level into a State program.

7. The local school budgeting process should be redesigned to assure that county commissioners differentiate appropriations to support the Basic Education Program from discretionary activities.

8. The assignment of financing of facilities to counties should be coupled with reasonable standards developed by the State in conjunction with counties.

9. Consolidation of personnel into broad categories would restore authority to locals to better use funds and in accord with the intent of the appropriation.

10. Insignificant changes in student memberships have an exaggerated and devastating effect where allocation of funds is tied solely to enrollment.

11. The following are some of the identified needs:

- a. To articulate very clearly the purposes of the dollars education receives from the three sources and be specific in informing the public about where the money is spent.
- b. To reward responsible management in education, rather than reward those who spend the most.
- c. To make most decisions about education at the local level rather than at the State level.
- d. To expect excellence from our schools and provide rewards commensurately.

12. The fiscal independence of local school boards might be a desirable change.

13. The block grant approach is a method of distribution of funds or budgeting in fewer items.

14. Decision on the level of funding and standards for public schools might, similar to higher education, be made at each legislative session.

15. Use of the budgeting model by county commissioners - basically in two categories with subcategories as needed - might be more suitable if a new procedure is developed.

16. State financing of only one school system per county would result in greater efficiency of tax dollars.

17. Full funding of a finance officer and a director of maintenance by the State is needed.

18. Higher education and every State agency have a systematic plan of State support for capital needs but elementary and secondary schools have to rely on local funds and State bond issues.

PERSONNEL COMMITTEE DELIBERATIONS

During their deliberations and discussions, the members of the Personnel Committee raised a number of issues, problems, concerns and areas of confusion in respect to the career growth programs for teachers and administrators:

1. Confusion and uncertainty as to the evaluation program:
 - a. how administrators, particularly central office personnel, would be evaluated;
 - b. whether each person would be evaluated only by his immediate superior (of particular concern were the problems associated with the requirement that teachers be evaluated by peers from outside their own districts and continuing disagreement as to whether the principal should control performance evaluation of teachers within the school);
 - c. the extent to which paperwork, bureaucratic interference and the need for additional personnel will be increased by the evaluation system;
 - d. the need to include student performance, growth or achievement in the performance evaluation system and statutory barriers which prevent doing so;

- e. the presence (and effect) of noninstructional (community and extracurricular) elements in the performance evaluation model;
 - f. the need for a mechanism to deal with the historic criticisms of administrators' inability to evaluate teaching personnel;
 - g. the lack of provision for self-evaluation;
 - h. the need for clarification as to what standards (excellent, outstanding or satisfactory) for progression from one level to another on the career ladder.
2. Confusion and uncertainty about the interrelationships between current statutes and the proposed career growth plans:
- a. what changes will be necessary in the Fair Employment and Dismissal Practices Act will be necessary to implement the plans, i.e. (1) should the present three-year probationary period be extended? and (2) should those teachers who become assistant principals be granted career status as administrators in addition to that they enjoy as teachers or should the law be amended to eliminate "administrative tenure" or career status as administrators, now enjoyed by principals?;

- b. the need to change the current process of certificate renewal to comport with the career growth plans.
- 3. Ambiguity about certain salary-related components of the career growth plans:
 - a. whether salaries of administrators will be commensurate with their jobs under the new system;
 - b. whether teachers' salaries will be adequate to attract the best and the brightest young people into the profession;
 - c. confusion as to the appropriate differentials between salary levels for different steps on the career ladder;
 - d. whether and to what extent graduate degrees or continuing education programs should influence salary independently or as a part of the overall performance evaluation of personnel (and the relevance of advanced degree to performance).
- 4. Confusion about how the State Board will control the distribution of people at different levels of differentiation (how to prevent imbalance or too many people at one or the other end of the scale) as well as how to effect the proper distribution in the early stages of the program's

implementation and how to assure a fair and equitable race and sex distribution throughout all levels.

5. Concerns about whether the career growth plan will widen the distance between teachers and administrators, create a system where decision-making is too far removed from the individual student, and whether administrators will (or should) be managers or instructional leaders under the new system.
6. Confusion about when teachers would be eligible for sabbatical leave and how additional months of employment will be used.
7. Concerns about:
 - a. whether the system is too complex and will result in even more bureaucracy and paper work;
 - b. whether there is provision for improvement of the physical environment of the teacher's workplace;
 - c. whether the plan will remove good teachers from the classroom (and how an adequate evaluation system can be implemented without doing so);
 - d. whether a one year trial or pilot period is adequate for testing the plan.
 - e. whether the plan, based on progression through five levels of differentiation over

an approximate period of at least eight years, is appropriate for a full professional career.

SESSION 19 85

ST: Education Law Review

85-s2-05-RM-1

INTRODUCED BY: *

Referred to:

A BILL TO BE ENTITLED

AN ACT TO ENHANCE THE ROLE OF THE STATE BOARD OF EDUCATION AS
THE PRINCIPAL VOICE FOR ELEMENTARY AND SECONDARY EDUCATION
IN NORTH CAROLINA.

Whereas, the Select Committee on Education established pursuant to Chapter 1392 of the 1981 Session Laws (Regular Session 1982) concluded that many of the administrative difficulties in elementary and secondary education in North Carolina stem from the plethora of statutes, some of them conflicting, governing the State's system of elementary and secondary education; and

Whereas, efforts to revise, update and recodify North Carolina's public school laws have been undertaken by a number of special committees and commissions since 1975; and

Whereas, the 1981 General Assembly completed recodification of North Carolina's public school laws, thus completing part of the above task; and

Whereas, it is the policy of the State of North Carolina that the State Board of Education be the principal voice for elementary and secondary education in this State;
Now, therefore,

The General Assembly of North Carolina enacts:

1 Section 1. The Standing Committees on Education of
2 the Senate and the House of Representatives of the North
3 Carolina General Assembly shall jointly undertake a review of
4 the statutes pertaining to public education in North Carolina
5 with the objectives of reducing in number the laws concerning
6 public education, clarifying and updating the laws where
7 appropriate and determining which statutes should be redefined
8 as regulations of the State Board of Education. The Committees
9 are further directed to analyze the effect of the laws in
10 regard to demands placed on local school administrative units.
11 In the analysis, the committees shall determine directly from
12 employees of local school systems what reports are required and
13 the attendant costs in time and money. This review shall be
14 completed and recommendations for corrections and deletions
15 presented to the 1985 General Assembly not later than May 1,
16 1985.

17 Sec. 2. This act is effective upon ratification.
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85N17-LE-18

A BILL TO BE ENTITLED
AN ACT TO ESTABLISH STATE AND LOCAL FUNDING RESPONSIBILITIES FOR
THE UNIFORM SYSTEM OF FREE PUBLIC SCHOOLS.

Whereas, North Carolina has a long-standing commitment to providing for a general and uniform system of free public schools and for equal educational opportunity for every child; and

Whereas, it is a nationwide problem that the quality and the quantity of the school program is in part dependent upon where a child lives; and

Whereas, no one approach to solving this problem of inequity has been widely accepted as the best solution; and

Whereas, in North Carolina, total State funding of school operating costs would assure that an acceptable level of educational opportunity is available for every school child; and

Whereas, because the needs of local school systems are not uniform throughout the State, local school boards must have the power and the duty to tailor certain elements of their educational systems to their local educational needs; and

Whereas, State funds for education operating expenses should primarily be allocated to local school administrative units on the basis of the number of pupils served so that the local school boards can gear their expenditures to serving pupil learning; and

Whereas, county governments may enhance the level of educational opportunity funded by the State with local supplemental funds; and

Whereas, North Carolina's tradition of dual funding--that is the tradition of having the State fund school operating costs and the counties the capital costs--has been blurred over time, in some cases to the detriment of adequate school curriculum and school facilities; and

Whereas, the counties' duty to provide adequate school facilities to support the educational program funded by the State should be clearly defined; and

Whereas, it is imperative that local school boards operate the public school system efficiently, so as to provide the school children the best possible education at the minimum cost to the taxpayers; and

Whereas, the State Board of Education, acting pursuant to G.S. 115C-81, has defined a basic education program; and

Whereas, the Public Education Policy Council, after a thorough analysis of North Carolina's public education program, found that it was essential to clarify State and local funding responsibilities so as to assure equal educational opportunity for every school child in North Carolina; Now, therefore, The General Assembly of North Carolina enacts:

Section 1. Subchapter VII of Chapter 115C of the General Statutes is amended by adding a new article to read:

"ARTICLE 31A

"State and Local Funding Responsibilities

"§115C-457.1. Purpose and intent.--(a) The purpose of this Article is to define clearly State and local funding responsibilities for the public schools and to assure that the necessary resources are provided to achieve the goal of a high-quality education for every child.

(b) It is the intent of the General Assembly to provide State funding for the implementation of a long range plan to expand and improve educational programs for children in the public schools in accordance with the basic education program proposed by the State Board of Education and accepted by the General Assembly pursuant to G.S. 115C-81(a).

"§115C-457.2. State funds.--(a) School operating costs. It is the responsibility of the State to provide the operating costs of elementary and secondary education in accordance with a schedule adopted by the General Assembly during the 1985 Regular Session, except for the operating costs for school facilities as provided in G.S.115C-457.3.

(b) State funding formulas. The provisions of this subsection shall become effective in accordance with a schedule adopted by the General Assembly during the 1985 Regular Session:

- (1) State funds for the basic education program. State funds for all or part of the basic education program shall be appropriated by the General Assembly and allocated by the State Board of Education to each local school administrative unit as follows:

- a. Funds allocated on the basis of average daily membership.--'Average daily membership' means the sum of the days present and absent of all students in schools in a local school administrative unit for a given reporting period, divided by the number of days school is in session. The average daily membership projected by the State Board shall be incorporated in the State Board's budget request.

State funds for the basic education program allocated on the basis of average daily membership shall be appropriated in the following categories:

1. Instructional personnel.--Instructional personnel includes teachers and teacher aides for the basic education program, except for instructional personnel otherwise listed in this subdivision.
2. Instructional equipment, supplies, and materials.--Instructional equipment, supplies, and materials include all movable instructional equipment including textbooks, laboratory equipment, vocational equipment, and computers and software.
3. Instructional support personnel.--Instructional support personnel includes assistant principals, office personnel in the schools, instructional

supervisors, counselors, nurses, media specialists, and other school based instructional support personnel, except for instructional support otherwise listed in this subdivision.

4. General administration.--General administration includes assistant superintendents, associate superintendents, and office personnel in the central office and general administrative expenses, except for general administration otherwise listed in this subdivision.

- b. Funds allocated on the basis of average daily membership with a minimum of one per county.--State funds for psychologists, school social workers, and school nurses shall be appropriated in a single category by the General Assembly and allocated by the State Board on the basis of average daily membership, with a minimum of one of each per county.
- c. Funds allocated on a per local school administrative unit basis.--State funds for superintendents, finance officers, and child nutrition supervisors shall be appropriated in a single category by the General Assembly and

allocated on a per local school administrative unit basis.

- d. Funds allocated on a per school basis.--State funds for principals shall be appropriated in a single category by the General Assembly and allocated on a per school basis. State funds for athletic trainers shall be appropriated in a single category by the General Assembly and allocated on a per high school basis. State funds for in-school suspension teachers shall be appropriated in a single category by the General Assembly and allocated on the basis of each school that contains at least 200 students in grade seven or above.
- e. Funds allocated on other bases.--State funds shall be appropriated by the General Assembly and allocated to the local school administrative units by the State Board for vocational education, exceptional children, and remediation for the costs of providing these programs that exceed the funds otherwise appropriated and allocated pursuant to this subdivision. These funds shall be appropriated and allocated in the following categories:
 - 1. Vocational education.--The vocational education program includes vocational education for pupils in grades 7 through 12.

2. Exceptional children.--The exceptional children program includes pupils certified as eligible for services in accordance with State Board rules.

3. Remediation.--The remediation program includes remediation during the regular term and the summer term.

(2) State funds for transportation.-- The transportation program includes the supervision, operation, and maintenance of the school transportation system.

(3) State funds for other programs.--State funds may be appropriated for supplemental or categorical programs, including pilot programs and special feature programs.

(c) Reserve for increases in average daily membership. The State Board may reserve up to one half of one percent of the State funds appropriated for the basic education program. These funds shall be used for any adjustment in allocations to local school administrative units necessary to accommodate an increase in average daily membership.

"§115C-457.3. Local funds.--The provisions of this section shall become effective in accordance with a schedule adopted by the General Assembly during the 1985 Regular Session.

It is the responsibility of local governments to provide for school facilities as provided in Article 37 of this Chapter. Local responsibility for school facilities includes responsibility for insurance, custodial and maintenance personnel, energy costs, and all other expenses relating to

operation and maintenance of facilities as well as for school maintenance and construction. State funds may not be used to support the construction, operation, or maintenance of school facilities unless the funds were obligated for that purpose before July 1, 1985.

It is also the responsibility of local governments to provide funds for independent audits of all local expenditures of local, State, federal, and other funds for education.

Local funds including monies in the county school fund, shall be used for the purposes set out in this section.

"§115C-457.4. Local discretion with respect to expenditure of State funds.--Local expenditures of State funds shall be consistent with State law and regulation and the standards of quality adopted by the State Board pursuant to G.S. 115C-457.5.

State funds allocated to local school administrative units may be used in the discretion of each local school administrative unit within the appropriations categories specified in G.S. 115C-457.2(b)(1). Local boards may transfer funds between these appropriations categories with the approval of the State Board.

"§115C-457.5. Standards of quality.--(a) The State Board shall specify standards of quality for grades kindergarten through 12 in the basic education program. These standards shall comprise the minimum components of the public school program that shall be offered in the public schools. The standards adopted for each year shall include all elements of the basic education program for which State funds are appropriated for that year.

"§115C-457.6. Local accountability.--(a) Each local school administrative unit shall submit its operating budget and its capital outlay budget to the State Board no later than 30 days after the beginning of its school year.

(b) The State Board of Education, with the assistance of the local boards of education, shall prepare and update annually a three-year historical record for each school. The local school board shall provide, at a minimum, the following information for each fiscal year:

(1) For each local school administrative unit:

- a. a comprehensive financial statement, in a format prescribed by the State Board of Education, showing the total and per pupil revenues available and actually expended during each fiscal year, for each source of funds;
- b. the number of full-time equivalent staff, by category, and source of funds, for the basic education program, other programs, and categorical or special programs as outlined in G.S. 115C-457.2;
- c. the number of pupils in average daily membership and the average achievement of pupils at each grade level on standardized tests administered pursuant to Articles 11 and 12 of this Chapter;
- d. other performance goals and output measures required by the State Board or local boards.

(2) For each local school:

- a. the total amount and per pupil expenditures by source of funds;
- b. the number of full-time equivalent staff, by category and source of funds, for the basic education program, and other programs as outlined in G.S. 115C-457.2;
- c. the number of pupils in average daily membership and the average achievement gains on standardized tests administered pursuant to Articles 11 and 12 of this Chapter;
- d. attendance records;
- e. dropout rates;
- f. promotion and graduation rates; and
- g. other performance goals and output measures required by the State Board or local boards.

(c) (1) Each local school administrative unit shall show evidence of compliance with the standards of quality to qualify for State funds. If the State Board determines that a local school administrative unit is not in compliance with the standards of quality, the State Board shall order the local board to produce a plan within 90 days for bringing the local unit into compliance with the standards of quality. The State Board's order shall include findings of fact as to which standards the local school administrative unit does not meet. If the local board elects to not to produce another plan and to contest this order, it

shall appeal the State Board's order, as provided in subdivision (3) of this subsection.

- (2) If at the end of the 90 days, the State Board determines that a local board has produced a plan that will bring it into compliance with the standards of quality, the State Board shall order the local board to implement the plan. If, at the end of the 90 days, the State Board determines that a local board has not produced a plan that will bring it into compliance with the standards of quality, the State Board may modify its order to allow the local board an additional 90 days to produce a plan for bringing the local unit into compliance with the standards of quality, or the State Board may order the local board to implement a plan produced by the State Board.
- (3) Within ten days of receiving the order of the State Board, the local board may appeal the order to the superior court division of the General Court of Justice. The court shall find the facts as to which, if any, of the standards of quality the local board's plan does not meet and what modifications in the plan would be necessary to meet them. Either board has the right to have the issues of fact tried by a jury. When a jury trial is demanded, the cause shall be set for the first succeeding term of the superior court in the county, and shall take precedence over all other business of the court. However, if the judge presiding

certifies to the Chief Justice of the Supreme Court, either before or during the term, that because of the accumulation of other business, the public interest will be best served by not trying the cause at the term next succeeding the appeal, the Chief Justice shall immediately call a special term of the superior court for the county, to convene as soon as possible, and assign a judge of the superior court or an emergency judge to hold the court, and the cause shall be tried at this special term. The issue submitted to the jury shall be which, if any, of the standards of quality the local board's plan does not meet and what modifications in the plan would be necessary to meet them.

All findings of fact in the superior court, whether found by the judge or a jury, shall be conclusive.

When the facts have been found, the court shall give judgment ordering the local board to implement a plan consistent with its findings.

If an appeal is taken to the appellate division of the General Court of Justice, and if such an appeal would result in a delay beyond a reasonable time for implementing the plan for the upcoming school year, the judge shall order the local board of education to implement a plan, consistent with the court's findings, for the upcoming school year. All papers and records relating to the case shall be considered a part of the record on appeal.

(4) The State Board shall closely monitor the implementation of a plan pursuant to the State Board's or a court's order. If the State Board finds that a local school administrative unit is not implementing a plan pursuant to the order, the State Board may seek injunctive relief compelling the unit to do so.

(d) The Superintendent shall report pursuant to G.S. 115C-21(a) (3) on whether and to what extent each local school administrative unit is in compliance with the standards of quality.

Sec. 2. A new section is added to Article 37 of Chapter 115C to read:

"§115C-516.1. School facility standards.--(a) The State Board of Education shall establish school facility standards. These school facility standards shall include standards and procedures for new construction, renovation, and replacement of school facilities and for facility maintenance. These facility standards shall be designed to assure that public school buildings are adequate to support the basic education program as it is being phased in. The facility standards shall be consistent with the North Carolina State Building Code. They shall also be consistent with all minimum and optimum school enrollments and facility standards for schools adopted by the State Board and accepted by the General Assembly pursuant to G.S. 115C-81(a) as part of the basic education program. The facility standards may include a procedure for allowing temporary waivers of standards requirements.

(b) The State Board of Education may establish a permanent advisory body including representatives of county government to develop the facility standards and to advise the Board on revisions to these standards.

(c) Local school boards shall prepare and submit to the local boards of county commissioners multi-year building plans. Multi-year building plans shall include a facility plan adequate to phase-in the basic education program by the year 2000, an assessment of whether the plan complies with State Board facility standards, an analysis of minimum and optimum school enrollments, and a statement of short-term and long-term school facility building objectives. All construction, renovation, and replacement of facilities pursuant to the plan shall be in compliance with the facilities standards.

(d) The local school board shall submit the multi-year building plan to the board of county commissioners for approval. The board of county commissioners may fail to approve the multi-year building plan if it determines that the multi-year building plan does not meet the facility standards or the multi-year building plan meets the facility standards but the cost is excessive. The board of county commissioners shall set out with specificity its reasons for disapproving the plan. When the board of county commissioners disapproves a plan, the chairman of the board of education and the chairman of the board of county commissioners shall arrange a joint meeting of the two boards to be held within seven days after the day of the county commissioners' decision on the plan. At the joint meeting, the

plan shall be considered carefully and judiciously, and the two boards shall make a good-faith attempt to resolve the differences that have arisen between them.

If no agreement is reached at the joint meeting of the two boards, either board may refer the dispute to the clerk of superior court for arbitration within three days after the day of the joint meeting. The clerk shall render his decision on the matters in disagreement within ten days after the day of the referral. The clerk of the superior court shall have the authority to subpoena or issue any orders necessary to have appear before him any member of a board of education and any member of a board of commissioners involved in the dispute and to require that the records of either board be presented to him for the purpose of arbitration of the issues.

Within ten days after the date of award, either board may appeal the clerk's order to the superior court division of the General Court of Justice. The court shall find the facts as to whether the board of education's plan meets the facility standards, whether the board of education's plan meets the facility standards but the cost is excessive, and the amount of money needed from the county to meet the plan. Either board has the right to have the issues of fact tried by a jury. When a jury trial is demanded, the cause shall be set for the first succeeding term of the superior court in the county, and shall take precedence over all other business of the court. However, if the judge presiding certifies to the Chief Justice of the Supreme Court, either before or during the term, that because of

the accumulation of other business, the public interest will be best served by not trying the cause at the term next succeeding the appeal, the Chief Justice shall immediately call a special term of the superior court for the county, to convene as soon as possible, and assign a judge of the superior court or an emergency judge to hold the court, and the cause shall be tried at this special term. The issue submitted to the jury shall be whether the board of education's plan meets the facility standards, whether board of education's plan meets the facility standards but the cost is excessive, and the amount of money needed from the county to meet the plan.

All findings of fact in the superior court, whether found by the judge or a jury, shall be conclusive. When the facts have been found, the court shall give judgment ordering the board of county commissioners to approve a plan consistent with the court's findings and to appropriate a sum certain to the local school administrative unit for each fiscal year covered by the plan, and to levy such taxes on property as may be necessary to make up this sum when added to other revenues available for the purpose.

If an appeal is taken to the appellate division of the General Court of Justice, and if such an appeal would result in a delay beyond a reasonable time for levying taxes for the year, the judge shall order the board of county commissioners to appropriate to the local school administrative unit for deposit in the local school facilities fund a sum of money sufficient when added to all other moneys available to that fund to equal

the amount of this fund for the previous year. All papers and records relating to the case shall be considered a part of the record on appeal.

If, in an appeal taken pursuant to this subsection, the final judgment of the General Court of Justice is rendered after the due date prescribed by law for property taxes, the board of county commissioners may levy such supplementary taxes as may be required by the judgment, notwithstanding any other provisions of law with respect to the time for doing acts necessary to a property tax levy. Upon making a supplementary levy under this subsection, the board of county commissioners shall designate the person who is to compute and prepare the supplementary tax receipts and records for all such taxes. Upon delivering the supplementary tax receipts to the tax collector, the board of county commissioners shall proceed as provided in G.S. 105-321.

The due date of supplementary taxes levied under this subsection is the date of the levy, and the taxes may be paid at par or face amount at any time before the one hundred and twentieth day after the due date. On or after the one hundred and twentieth day and before the one hundred and fiftieth day from the due date, there shall be added to the taxes interest at the rate of two percent (2%). On or after the one hundred and fiftieth day from the due date, there shall be added to the taxes, in addition to the two percent (2%) provided above, interest at the rate of three-fourths of one percent ($\frac{3}{4}$ of 1%) per 30 days or fraction thereof until the taxes plus interest

have been paid. No discounts for prepayment of supplementary taxes levied under this subsection shall be allowed.

(e) The county commissioners shall prepare a financing plan for the multi-year building plan and shall submit it to the Local Government Commission for review and comment. The financing plan shall be consistent with any court order made pursuant to subsection (d) of this section.

(f) Each board of county commissioners shall submit the multi-year building plan and the financing plan to the State Board for approval. If the State Board determines that the multi-year building plan does not meet the facility standards or that the financing plan is inadequate, it shall set out with specificity how the plans do not meet the facility standards. The chairman of the State Board of Education and the chairman of the local board of county commissioners shall arrange a joint meeting of the two boards to be held in the county in which the local board is located within seven days after the day of the State Board's decision on the plan. At the joint meeting, the plan shall be considered carefully and judiciously, and the two boards shall make a good-faith attempt to resolve the differences that have arisen between them.

If no agreement is reached at the joint meeting of the two boards, either board may refer the dispute to the clerk of superior court in Wake County for arbitration within three days after the day of the joint meeting. The clerk shall render his decision on the matters in disagreement within ten days after the day of the referral. The clerk of the superior court shall have

the authority to subpoena or issue any orders necessary ~~to~~ have appear before him any member of the State Board of Education and any member of the local board of education involved in the dispute and to require that the records of either board be presented to him for the purpose of arbitration of the issues.

Within ten days after the date of award, either board may appeal the clerk's order to the superior court division of the General Court of Justice. The court shall find the facts as to whether the multi-year building plan submitted to it by the county commissioners meets the facility standards, whether the financing plan is adequate, and the amount of money needed from the county to meet a plan consistent with the court's other findings. Either board has the right to have the issues of fact tried by a jury. When a jury trial is demanded, the cause shall be set for the first succeeding term of the superior court in the county, and shall take precedence over all other business of the court. However, if the judge presiding certifies to the Chief Justice of the Supreme Court, either before or during the term, that because of the accumulation of other business, the public interest will be best served by not trying the cause at the term next succeeding the appeal, the Chief Justice shall immediately call a special term of the superior court for the county, to convene as soon as possible, and assign a judge of the superior court or an emergency judge to hold the court, and the cause shall be tried at this special term. The issue submitted to the jury shall be whether the multi-year building plan submitted to it by the county commissioners meets the facility standards,

whether the financing plan is adequate, and the amount of money needed from the county to meet a plan consistent with the its findings.

All findings of fact in the superior court, whether found by the judge or a jury, shall be conclusive. When the facts have been found, the court shall give judgment ordering the board of county commissioners to appropriate a sum certain to the local school administrative unit, and to levy such taxes on property as may be necessary to make up this sum when added to other revenues available for the purpose.

If an appeal is taken to the appellate division of the General Court of Justice, and if such an appeal would result in a delay beyond a reasonable time for levying taxes for the year, the judge shall order the board of county commissioners to appropriate to the local school administrative unit for deposit in the local current expense fund a sum of money sufficient when added to all other moneys available to that fund to equal the amount of this fund for the previous year. All papers and records relating to the case shall be considered a part of the record on appeal.

If, in an appeal taken pursuant to this subsection, the final judgment of the General Court of Justice is rendered after the due date prescribed by law for property taxes, the board of county commissioners may levy such supplementary taxes as may be required by the judgment, notwithstanding any other provisions of law with respect to the time for doing acts necessary to a property tax levy. Upon making a supplementary levy under this

subsection, the board of county commissioners shall designate the person who is to compute and prepare the supplementary tax receipts and records for all such taxes. Upon delivering the supplementary tax receipts to the tax collector, the board of county commissioners shall proceed as provided in G.S. 105-321.

The due date of supplementary taxes levied under this subsection is the date of the levy, and the taxes may be paid at par or face amount at any time before the one hundred and twentieth day after the due date. On or after the one hundred and twentieth day and before the one hundred and fiftieth day from the due date, there shall be added to the taxes interest at the rate of two percent (2%). On or after the one hundred and fiftieth day from the due date, there shall be added to the taxes, in addition to the two percent (2%) provided above, interest at the rate of three-fourths of one percent ($\frac{3}{4}$ of 1%) per 30 days or fraction thereof until the taxes plus interest have been paid. No discounts for prepayment of supplementary taxes levied under this subsection shall be allowed. The county commissioners shall prepare a financing plan for the multi-year building plan and shall submit it to the Local Government Commission for review and comment.

(f) The State Board of Education shall closely monitor implementation of the plan to assure that all construction, renovation, and replacement of school facilities shall be in accordance with the plan. If the State Board finds that a local school administrative unit is not implementing the plan pursuant

to the order, the State Board may seek injunctive relief compelling the unit to do so.

(g) The Superintendent shall report pursuant to G.S. 115C-21(a)(3), on whether and to what extent each local school administrative unit meets the school facility standards."

Sec. 3. G.S. 115C-81(a) is rewritten to read:

"(a) Basic Education Program.--It is the policy of the State of North Carolina to ensure a high-quality education to every child residing in North Carolina. To this end, the State Board of Education shall adopt a basic education program. When this basic education program is accepted by the General Assembly, it shall be the long range plan of the State to expand and improve educational programs for every child the North Carolina public schools in accordance with the basic education program. The State Board may adopt revisions to the basic education program. The plan and revisions to it adopted by the State Board shall have no effect unless accepted by the General Assembly.

The basic education program shall reflect a rigorous academic course of study stressing mastery of integrated knowledge based on mastery of competencies in the basic skill areas rather than the study of isolated disciplines. To this end the State Board of Education shall undertake a statewide audit of current curricula and refine the curricula as required to comply with this policy. The basic education program:

- (1) shall stress mastery of integrated knowledge;
- (2) shall stress competencies needed to gain employment or to continue their education;

- (3) shall emphasize the skills necessary to cope with contemporary society;
- (4) shall contain a vocational education component designed to meet the State's and local anticipated career training needs;
- (5) shall provide for a program of continuous learning based upon the individual child's need, interest, and stages of development, so that the program has a nongraded structure of organization;
- (6) shall set forth what subjects shall be taught in each grade, and outline the basal and supplementary books on each subject to be used in each grade;
- (7) shall include a core curriculum for all students plus additional elective curriculum choices to meet the varied needs and interests of students;
- (8) shall establish a minimum length of the instructional day;
- (9) shall prescribe standards for student performance and promotion and may consider appropriate levels at which remediation should begin; and
- (10) shall describe appropriate class sizes for each course required by the basic education program; staffing levels to support the basic education program, and may include minimum staffing for schools, regardless of size, where such schools are determined to be essential to serve pupils located in isolated geographic areas; minimum facility requirements for the basic education

program; minimum material requirements for the basic education program; and such other information the Board finds necessary to enable the General Assembly to allocate appropriate resources to implement the plan."

Sec. 4. G.S. 115C-81 is amended by adding a new subsection to read:

"(g) Remedial programs.--Local school administrative units shall provide remedial instruction for all pupils who fail to master State or local promotion standards. These remedial programs may take place during the regular school term, or during summer school, or at both times."

Sec. 5. The first sentence of G.S. 115C-84(c) is rewritten to read:

"There shall be operated in every school in the State a uniform school term of at least 180 days for instructing pupils, of which one day may be used for orientation."

Sec. 6. The first sentence of G.S. 115C-84(a) is rewritten to read:

"The length of the school day shall be determined by the several local boards of education for all public schools in their respective local school administrative units. The minimum instructional day shall be five and one-half hours; the minimum time for which teachers shall be employed in the schoolroom or on the grounds supervising the activities of children shall be six hours: Provided, the several local boards of education may adopt rules and regulations allowing handicapped pupils, kindergarten pupils, and pupils attending the first, second, and third grades

to attend school for a period less than six hours and to receive instruction for a period less than five and one-half hours. The superintendent of the several local boards of education, in the event of an emergency, act of God, or any other conditions requiring the termination of classes before five and one half hours have elapsed, may suspend the operation of any school for that particular day without loss of credit or loss of pay to the teacher."

Sec. 7. G.S. 115C-301 is repealed. G.S. 115C-82 is rewritten to read:

"§115C-82. Class sizes.--When the basic education program, as provided in G.S. 115C-81(a) is fully funded, local boards shall maintain unit-wide average class sizes no higher than 23 students per class for kindergarten through grade 6, and 26 students per class for grades 7 through 12. No single class shall have more than three students more than the average class size for that grade level; however, the basic education program may set alternate class sizes in areas such as typewriting, music, and physical education so long as the effectiveness of the instructional program in these areas is not impaired.

Until the basic education program is fully funded, local boards of education shall maintain unit-wide average class sizes no higher than the averages funded by the General Assembly for each school year. At no time shall the General Assembly appropriate funds for higher unit-wide class averages than those for which State funds were provided during the 1984-85 school year. No single class shall have more than three students more

than the unit-wide average class size applicable to that grade level; however, the basic education program may set alternate class sizes in areas such as typewriting, music, and physical education so long as the effectiveness of the instructional program in these areas is not impaired.

The maximum daily load for teachers in grades 7 and 8 is the product of six times the currently funded unit-wide average class size. The maximum daily load of teachers in grades 9 through 12 is the product of five times the currently funded unit-wide average class size.

Under exceptional circumstances, the State Board may permit waivers from the unit-wide average class sizes, the maximum class sizes for each class, and the maximum daily loads for teachers set out in the section. Waivers permitted under this paragraph shall be disclosed in the annual report required by G.S.

115C-21(a)(3)."

Sec. 8. Article 32 of Chapter 115C of the General Statutes is repealed, except as it applies to loans made prior to July 1, 1985. A new article is added to Chapter 115C of the General Statutes to read:

"Article 32A

"The State Literary Fund

"§115C-468. Funds in the State Literary Fund.--The State Literary Fund includes all funds derived from the sources enumerated in Sec. 6, Article IX, of the Constitution and any interest that accrues on those funds."

"§115C-469. Use of the State Literary Fund.--Funds in the State Literary Fund shall be appropriated by the General Assembly and used exclusively for establishing and maintaining a uniform system of free public schools."

Sec. 9. G.S. 115C-21(a)(3) is amended to read:

"(3) To report by January 1 each year to the Governor and the General Assembly. This report shall include information and statistics on the public schools, with recommendations for their improvement and for changes in the school law. This report shall also include information on whether, and to what extent, each local school administrative unit is in compliance with the standards of quality as provided in G.S. 115C-457.5 and 115C-457.6, on whether and to what extent each local school administrative unit is in compliance with the school facility standards as provided in G.S. 115C-516.1, and on each waiver from unit-wide average class sizes, maximum class sizes for each class, and maximum daily loads for teachers, granted by the State Board pursuant to G.S. 115C-82."

Sec. 10. G.S. 113-38 is rewritten to read:

"§113-38. Distribution of national forest revenues.--The national forest revenues received by the State of North Carolina pursuant to 16 U.S.C. 500 shall be distributed to the counties in which the national forests generating the revenues are located. Upon receipt of those revenues from the federal government, the State Treasurer shall transmit the appropriate share of the funds to the finance officer of each county entitled to funds. A county receiving these funds shall appropriate them for public school purposes."

Sec. 11. This act shall become effective July 1, 1985.

SESSION 19

INTRODUCED BY:

Referred to:

A BILL TO BE ENTITLED

AN ACT TO PROVIDE FOR STATE FUNDING OF VOCATIONAL EDUCATION
UNDER THE FEDERAL VOCATIONAL EDUCATION ACT.

The General Assembly of North Carolina enacts:

Section 1. There is appropriated from the General Fund to the Department of Public Education the sum of twelve million eight hundred twenty-nine thousand five hundred ninety-one dollars (\$12,829,591) for the 1985-86 fiscal year and the sum of twelve million eight hundred twenty-nine thousand five hundred ninety-one dollars (\$12,829,591) for the 1986-87 fiscal year for the purpose of the State assuming one-third each year of the local matching funds under the Federal Vocational Educational Act. It is the intent of the General Assembly to provide for the final one-third of the local matching dollars for vocational education under the Federal Vocational Educational Act in the 1987-88 fiscal year, if adequate State funds are then available for that purpose.

Sec. 2. This act shall become effective July 1, 1985.

A BILL TO BE ENTITLED
AN ACT TO CONTINUE THE PUBLIC EDUCATION POLICY COUNCIL.

The General Assembly of North Carolina enacts:

Section 1. Section 1 of Chapter 860 of the 1983 Session Laws is rewritten to read:

"Section 1. There is created the Public Education Policy Council, to consist of 34 members, chosen as follows:

(1) 10 members of the Senate, appointed by the President Pro Tempore of the Senate, one of whom shall serve as cochairman;

(2) 10 members of the House of Representatives, appointed by the Speaker of the House, one of whom shall serve as cochairman;

(3) the Lieutenant Governor or his designee;

(4) the State Treasurer or his designee;

(5) the Superintendent of Public Instruction or his designee;

(6) the chairman of the State Board of Education or his designee;

(7) one member representing and appointed by the governing boards of each of the following organizations:

a. the North Carolina Association of County Commissioners,

b. the North Carolina School Boards Association,

c. the North Carolina Association of Educators,

d. the North Carolina Federation of Teachers,

- e. the North Carolina Association of School Administrators,
- f. the North Carolina Principals/Assistant Principals Association,
- g. the North Carolina Congress of Parents and Teachers,
- h. the North Carolina Association of Educational Office Personnel,
- i. the North Carolina Advisory Council on Education, and
- j. the North Carolina Association of Classroom Teachers.

The organizations and individuals listed above shall transmit the name and address of each designee or appointee to the Legislative Services Officer within 60 days after the adjournment of the 1985 General Assembly."

Sec. 2. Section 4 of Chapter 860 of the 1983 Session Laws is rewritten to read:

"Sec. 4. The Council shall provide a preliminary report to the 1985 General Assembly, Regular Session 1986 and a final report to the 1985 General Assembly, to be submitted by December 1, 1986. At that time, the Council shall cease to exist. The reports shall include recommendations on providing better educational opportunities to the citizens of the State in a more cost-effective manner. The reports may include proposed legislation, including proposed Constitutional amendments and statutory changes as the Council recommends."

Sec. 3. There is appropriated from the General Fund to the General Assembly the sum of \$50,000 for the 1985-86 fiscal year and \$50,000 for the 1986-87 fiscal year for the expenses of the Public Education Policy Council.

Sec. 4. This act shall become effective July 1, 1985.

